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ABSTRACT

This book contains 54 articles providing examples of how to involve the public, home, and community effectively in an educational partnership. It consists of four sections. In the first section various aspects of encouraging parent involvement are addressed, including using television to improve family relationships, bridging the gap between parents and children, developing parents' Title I participation, and strengthening the home as an educational institution. Discussed next are such efforts in utilizing community resources as programs for the gifted and talented, law-related education for adults, utilization of living historians, museum programs, banking programs, police efforts at youth relations, and 4-H programs. Included among those topics covered in a section on home/community/school participation in planning and decision making are discipline, community councils, PTA involvement, the community educator as change agent, parent/teacher/student problem solving committees, problems caused by rapid community growth, and recruiting local support. The following areas are examined in a section on interagency cooperation: programs for developmentally disabled preschoolers, school government cooperation, agency cooperation to achieve cost effectiveness, and establishing an adult education program in the private sector. (MN)

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PRACTICAL HANDLES 3

PUBLIC INVOLVEMENT

The Home-School-Community Partnership

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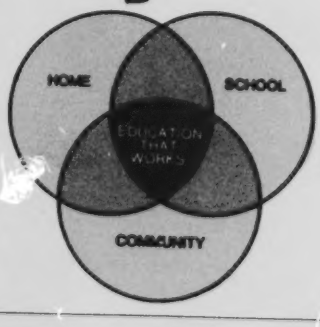

"EDUCATION THAT WORKS"

A Community Education Product

Utah State Office of Education 1981

CE 031833

UNITY

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind,
And they fashioned it with care.
One was a teacher; the tools he used
Were books, music and art;
One, a parent, who worked with a guiding hand,
And a gentle, loving heart.
Day after day the teacher toiled,
With a touch that was deft and sure,
While the parent labored by his side
And polished and smoothed it o'er.
And when at last their task was done,
They were proud of what they had wrought,
For the things they had molded into the child
Could neither be sold nor bought.
And each agreed that he would have failed
If he had worked alone,
For behind the teacher stood the school,
And behind the parent, the home.

Cleo Victoria Stewart

Because of the "good stuff" in this book, it is now your opportunity to learn about "EDUCATION THAT WORKS!' because the Home, School and Community have come together to form an EDUCATIONAL PARTNERSHIP.

WORKSHOP GOAL: "TO INCREASE THE AWARENESS OF AND TO SHARE PROVEN PRACTICES THAT EXEMPLIFY HOME/SCHOOL/COMMUNITY PARTNERSHIPS AND TO LEARN HOW TO STRENGTHEN THOSE PARTNERSHIPS. . . . EDUCATION THAT WORKS"

The workshop has been designed to allow each participant the opportunity to:

1. Gain a greater understanding of why the home is the primary institution in our society.
2. Learn of practical ideas and skills that will assist the participants in developing a stronger educational partnership.
3. Have the opportunity to use the exemplary models in the state which demonstrate a working home/school/community partnership.
4. Learn of ways to enhance roles and relationships within the education system and between the education system and the community.
5. Question and learn with others who are committed to strengthening the partnership.
6. Receive a publication summarizing the workshop.

Utah State Office of Education

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State Superintendent of Public Instruction

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Salt Lake City, Utah 84111

May, 1981

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Forword

Today, forecasters are predicting that by 1990 only 26 per cent of the tax paying population will have their children enrolled in public and private schools. If walls and barriers between the schools and the community exist, clearly the time has come to replace them with bridges. Parent and public support of the schools is needed in order that schools may continue to provide quality education for students.

Our schools have accepted the responsibility for teaching children far more than the "three R's." This is an enormous undertaking which demands community support in terms of human, financial, and physical resources. By reaching out to parents, to businesses, to industrial leaders, to older citizens, to minorities, to labor, and to other groups, bridges can be built with the community that will improve communication, broaden and strengthen school finances, and enrich the learning of our students.

It is in this spirit that our staff has set goals which, if properly implemented, will involve parents and the community at large in the learning of our students in the activities of our schools. If we reach our goals, there will be benefits for students, parents and the community.

Walter D. Talbot
State Superintendent
of Public Instruction

Preface

Citizens across this nation are greatly concerned about what is "effective education" and how and when education is effective. Effective education is not something that happens by chance or happenstance. It happens because of skillful involvement of all the "key" actors in a systematic planning and implementation process. It happens because the "key" actors, home, school and community members are willing to take the time and invest the energy to see that effective education does take place within not only their schools, but also their homes and communities.

Recently, Dr. George Gallup made the following statements:

> "We have found that those who have visited the schools or been involved in the schools hold them in much higher respect and regard than those who don't know much about them."
>
> "There is an art in getting people interested in participating."
>
> "Parents must become regarded as part of the teaching team."
>
> ". . . education can't be left solely to the schools."
>
> ". . . quit being school people and become educators in the very real sense of that word."
>
> ". . . convey the importance of education and the very great impact it has on the lives of the people of the community."

These statements were made during an interview with Dr. Gallup. He was trying to stress the great importance of education and the extreme need that exists for educators to effectively involve the public and for the public, the home and community, to become increasingly involved with the schools and education. He further stated, ". . . the American public does not appreciate the extreme importance of the part education will play in the future of the nation." Effective education will only happen when the school, the home and the community join hands with the express purpose of causing it to happen. Education through systematic planning for needed and necessary change can develop a positive relationship with its patrons. But, holding tight to the tried and tested traditions of the past will only alienate those who are to be served.

Contained in this book are numerous examples of how to effectively involve the public, home and community, in an educational partnership. In every case, the involvement resulted in one or more of the following: the improvement of two-way communication; a more productive educational program or service; an increase of human, institutional, or financial resources for education; the strengthening of the home as the primary educational institution; the increase of systematic public involvement for a more effective and efficient planning approach; an increase in interagency cooperation; etc.

As you read the contents of this book, I would challenge you to look at your own neighborhood educational situation and while doing so, I would further challenge you to open your mental eyes to imagine what your "effective education partnership" might be or should be. Your "mental perception" of your school and of what your role in and with the school is, or ought to be will determine your behavior and attitude toward America's most valuable asset, EDUCATION THAT WORKS.

Michael J. Garbett

Michael J. Garbett
State Coordinator
for Community Education

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Introduction

Now in its third year, practitioners' workshop and its by-product, Practical Handles, has found a home with many educators and citizens.

In the following pages you will see the work of those who have been willing to blaze the trails into sometimes unknown territory. You will find as you read about these model programs and their accomplishments that the implementors have found the benefits worth the risks. The home, school and community share a common need and desire for quality education and it is our belief that this need can most appropriately be accomplished by this partnership.

This book can only be as valuable as you are prepared to make it through your willingness to apply the ideas. Our challenge to you is this:

1. Read the material with an open mind, receptive attitude and willingness to increase your vision of what can be accomplished through this partnership.

2. Make the commitment to take the steps to implement the knowledge, skills and ideas that address the challenges you face in your school. Once you understand the "big picture" the next logical step is to decide or to commit yourself to act accordingly.

The community education section is interested in helping through conferences, training sessions and workshops with interested community groups and schools to effectuate this partnership. If the section staff can be of further assistance, please call or write:

The Community Education Section
Utah State Office of Education
250 East 500 South
Salt Lake City, Utah 84111

Telephone: (801) 533-5330

They came:

By one's, two's, three's...

From across Utah- To discuss,

point out,

feel,

explain,

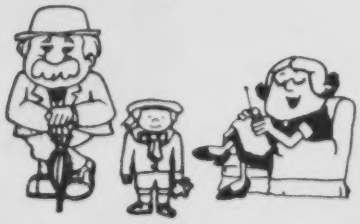
study

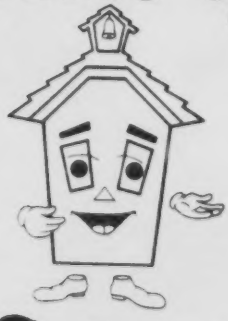
and

ponder,

The value of the

Home



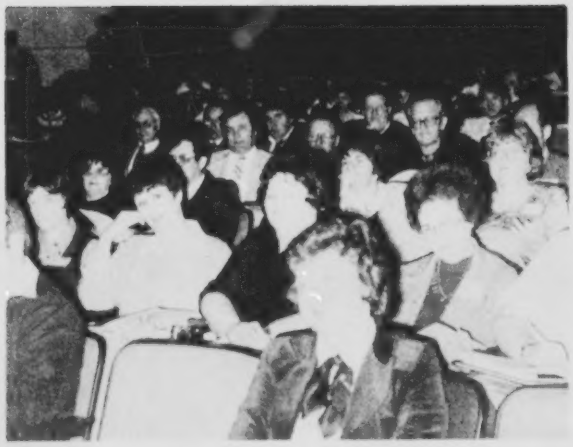


Community

School

Partnership!

Participants listened to speeches by Jackie Nokes, of KSL Television, and Darlene Hutchison, president of the Utah Congress of Parents and Teachers.



A partial text of Darlene's remarks are found on the following pages:

THE HOME IN THE HOME/SCHOOL/COMMUNITY PARTNERSHIP

By Darlene Hutchinson

The conference is centered around the triad of the home, school, and community. We have come together to strengthen our commitment toward enriching the quality of life through the involvement and strengthening of these entities, knowing that these forces (with, of course the influence of churches),will shape our destiny....

I asked myself, "Why should the home be involved in this partnership?" I'm sure to all of you the answer is obvious--because the home is it... it's the germ of our existence...it's us. Do you remember the story of the little boy whose father gave him a puzzle of the world cut from a magazine, and was amazed at how soon the child was able to put the puzzle together? The little boy replied, "Ah daddy, there's a picture of a family on the other side. I just put the family together and the world took care of itself...."

If we are looking toward an ideal society, that image has to include our children, for they are the ones who will be expected to assume that which we are starting. Abraham Lincoln stated..."A child is a person who is going to carry on what you have started. He is going to sit where you are sitting, and when you are gone, attend to those things which you think are important. You may adopt all the policies you please, but how they are carried out depends on him. He will assume control of your cities, states, and nations. He is going to move in and take over your churches, schools, universities, and corporations... the fate of humanity is in his hands." So through the involvement of homes with children we extend the sphere of influence. By being involved we teach our children much more graphically than any lesson manual. We teach them that they have a responsibility to humanity. The power of example is the greatest teacher available. By involving the home we are assuring the future of caring citizens. Citizens who will recognize that the environment of their community, and the quality of their life is really up to them. When we change the home we change the community. By being involved we send the message to our children that we care, and feeling is usually generated into their attitudes. It doesn't assure that child will succeed, but the chances are increased that the child will feel more self-assured and willing to add his/her bit. It does mean the parents are providing their children with a rich heritage of community responsibility. It also generates a feeling of partnership between the home and the school, and between the family members and society. Our children are learning we truly are a government of the people, by the people, and for the people. What greater lesson could be taught?...

The homes I have been relating to up to now are homes which include parents, or a parent, with young children. But what about the other homes? The homes, for example, of older parents whose children are beyond the age of direct intervention? We need to remember that a home doesn't destruct or dissolve because someone moves out...that home is still designated as home if it only has grandparents...a single person...a guardian... it is still home to someone, and that someone should be made to feel a part of the community. That person, or persons, should be given the opportunity of contributing to society. So what about the home of the senior citizen...the home of the non-married citizen, the home of the handicapped person...or the home of the young married with no children? Do we some-

times take for granted that they do not want to be involved? Don't these homes have something to offer? When we say the home should be involved does that intimate only the homes with children in them?...

Some try to judge the worthiness of a volunteer's contributions by the amount of expertise they have, or perhaps the amount of schooling. This is not a fair criteria for judgement. A single effort by some people is a monumental contribution. Some with a lot to give might consider it insignificant, but it is much the same as the situation between the chicken and the pig who went into the restaurant to eat. The chicken ordered ham and eggs. The pig looked at him and said, that's easy for you to do, for you it's a contribution, for me a sacrifice....

Wouldn't it be nice if every citizen was required to be involved, to give before they got? That the rent they had to pay for the space they occupy in this world was giving of themselves in some way? If the attitude was the same as the old ferry man who when asked if he didn't tire of always coming and going replied, "If I don't go, I don't get." That kind of attitude would certainly make for better public involvement....

Now why should the home be involved in the education system? Why? Well, I'd say simply that it's a poor investor who doesn't keep track of his/her investments. The most precious investment we have is our children. Do we then divorce ourselves from their education and welfare simply because we enroll them in an education system?...

It's important that lay people are taught the skills in leadership that will enable them to defuse the hostilities that are sometimes created by unknowing and uncaring people. It's important that the school develop a trust level with parents. Too often the only time education involves the home is when problems arise, which to me is much the same as the message being sent to the deep sea diver, "come back on board, the ship is sinking." If a principal involves parents only when there is a problem, then in reality, no news from the school is good news!...

So again the question, why should the home be part of the educational system? Because the school is the child's world, and the home cares about that world. You don't shut out an important part of the lives of your children. You can't isolate a part of their life which influences so much of their destiny. You can't leave that to strangers without offering to be of service. Every child is entitled to at least one person who is totally concerned about their welfare, totally in their corner. Most often that person is the parent....

When Horace Mann was dedicating a school building, he stated, "The great investment we have made together (and it was into the multi-thousands of dollars) for this building will be worth it all if it saves but one child." Following his address he was approached by one who challenged, "Didn't you overstate that just a trifle?" "Not if that one child were mine," came the reply. Every child deserves that kind of caring....

If everyone wanting the best would become involved, I could assure you we'd have the best. But there are too many who are supportive of the children in their own homes, but leave it to others to work out the problems for the masses, Even the minor disorders and disruptions we experience would not occur if the schools knew they could depend on parents and the community for support, and if those same parents and community

had the complete confidence in the schools. With the educational system and parents working together for the good of the student, nothing would be impossible. Mistrust corrodes the system...involvement tends to dissipate those feelings. And we must remember when we talk about parent involvement in the school, that that identifies only one component of citizen participation, for volunteers of every nature, age, and situation can add to the atmosphere of learning within the school. All homes should be invited to participate, the homes of parents with children, plus the 60% of our taxpaying public with NO children in public schools. They need to be brought into the scene to help them better understand the action of their tax dollar, and to rejuvenate their enthusiasm and loyalty to the public educational system. When the homes do become involved there become three winners: THE HOMES (including parents and children), EDUCATION, and the COMMUNITY....

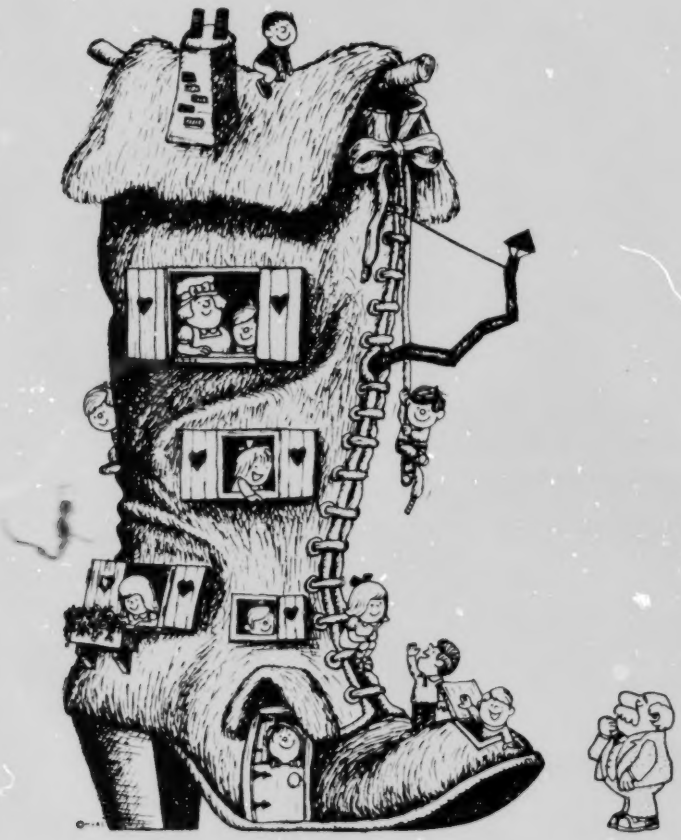
May I close now with a quote from Camilla Eyring Kimball:

> "The first fundamental need of every person is the indispensibility of love to every human being, the feeling of being of value to others. Our interdependance with others is the most encompassing fact of reality. We need each other."

To me that seems to be the most convincing argument for the home in public involvement....

If you would like a complete text of this speech, contact the Utah State Board of Education/Community Education Department at 250 East South Street, Salt Lake City, Utah 84111 - Telephone (801) 533-5330.

Strengthening the Home



Why is a strong home crucial to the education of our children? Anyone who questions that it is crucial might be interested to know that at least 50% of intellectual development takes place between birth and 4 years of age. Consequently, parents are important teachers. A study in England involving 5,000 children emphasizes that point: The study concluded that the quality of parental involvement in a child's education had four times as much influence on test scores than did the quality of the schools attended. Another study found a high correlation between reading success and the kinds of activities that take place in the family. Why is a strong home crucial to the education of our children? Because the home, strong or weak, supportive or non-stimulating, loving or spiteful, is where most crucial learning takes place, like it or not.

A quote from State Superintendent, Walter D. Talbot, emphasizes the importance of this section of Practical Handles III: "I believe that every student deserves a quality education, for education is the key to a strong society and to individual happiness. No two agencies in society ought to be more mutually supportive than the home and the school; no two agencies in society have more need for one another, for both have a common interest. . . proper growth and development of the same child."

THE RELATIONSHIP BETWEEN PARENT PARTICIPATION AND STUDENT ACHIEVEMENT OF FOURTH GRADERS IN THREE UTAH SCHOOL DISTRICTS

The problem addressed by this study was twofold. First, there was insufficient significant empirical evidence to allow a responsible decision to be made about the effect that parent participation in public elementary schools had upon academic achievement in grade four in Utah. Second, no generally applicable instrument existed to measure parent participation in school.

A review of related literature was conducted. One learning theory, learning by imitation, was traced to its simplest forms, bonding and imprinting. The literature also revealed that parent participation in schooling is of ancient origin. However, the literature indicated that participation by parents in the schooling of their children has been discouraged by educational professionals more than it has been encouraged. The work of Coleman, in the United States, Plowden in England, and Platt internationally all concluded that the home and family have a positive influence on academic achievement. There was little evidence however, pertaining to elementary grades four, five and six in the United States. No research was found for Utah.

The study was a post-test only experiment. Samples were randomly selected from the fourth grade populations of three Utah districts. One was an urban-suburban district, one was a semi-rural district and one was a rural district.

It was hypothesized that there was no significant relationship between parent participation and student achievement in grade four in three Utah Districts as shown by a standardized achievement test. The null hypothesis was to be rejected at the .10 level of confidence.

Data were gathered by questionnaire and standarized achievement tests. A factor analysis and an analysis of correlation using Pearson Product Moment Coefficient of Correlation were used to analyze the data.

The above analysis was performed for each district. Further analysis was performed by combining the urban-suburban and the semi-rural district. The data from the rural district did not lend itself to combination with the other districts for correlation because of the variance in testing dates.

Total parent participation scores for both mother and father correlated with the composite grade equivalent on standardized tests as follows:

Semi-rural district r=.31 D.F. 65
Significant at the .01 level of confidence.
Reject the null hypothesis.
Rural District r=.11 N=20
No significant relationship is indicated.
Fail to reject the null hypothesis.
Urban-suburban district r=21 N=53
Significant at .10 level of confidence.
Reject the null hypothesis.

In two out of the three Utah districts studied there was significant correlation between parent participation and student achievement for grade four. The low correlation in the rural district may have been due to a lack of subjects in the total district sample. Significant relationship tends to be indicated between participation and student achievement in two out of the three districts in Utah.

The study also tended to indicate that the following parent participation activities had significant positive correlation with student achievement for grade four in one or more of the three Utah Districts studied:

1. Activities in which the father reinforced self-concept.
2. Attendence at P.T.A. meetings and back to school nights by one or both parents.
3. Fathers' attendance at conferences.
4. Fathers' participation as a volunteer aide.
5. Mothers' selection of books, games and television.

The twofold problem addressed by the study was met in the following ways:

1. Empirical data regarding parent participation and student achievement in grade four has been generated and tends to indicate significant positive correlation in two of the three Utah districts studied.

2. A generally applicable instrument to measure parent participation has been developed and was used in this study.

For a more complete treatment of this subject see: Saxon, Samuel A. "Parent Participation and Student Achievement: Fourth Grade in Three Utah School Districts. A Doctoral Dissertation, Brigham Young University, Provo, Utah, August 1981.

Submitted By:
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FAMILY VOLUNTEERING

Three years ago at a national conference, two former Peace Corps volunteers, that had served in Africa together, renewed their acquaintanceship over lunch and caught each other up on their lives and activities since they had last met.

One, Dr. Arlene Schindler, was a National Trainer in Volunteer Management for the National Center for Voluntary Action, based in Washington, D. C. and the other, Dr. Lloyd Keferle, was the director of the Intermountain Health Corporation based in Boise, Idaho. The conversation naturally gravitated to the common experience they had shared in volunteering and to their families.

Out of this conversation emerged the question "What could happen in America if families were encouraged to volunteer?" What would it do for the Community? What would it do for the family?

Dr. Schindler and Dr. Keferle each returned to their communities to give some thought to the questions and to meet again to further their conversation.

Out of it came a proposal to the W. K. Kellogg Foundation entitled the Family Volunteer Project, designed and co-sponsored by the Mountain States Health Corporation and Volunteer: The National Center For Citizen Involvement, and was accepted as a 3 year demonstration project by the Kellogg Foundation.

The project is a nationwide demonstration of the capability of Voluntary Action Centers, local human service agencies and citizen groups to effectively involve private citizens, through their families, in volunteer roles.

There can be no doubt that the American family is changing. It is being reshaped by such influences as greater affluence, increased mobility, changing attitudes and values, and a continuing youth rebellion against authority. It is also affected by changing lifestyles, decisions to defer child-bearing, and a dramatic increase in divorces. It has been estimated, for example, that fully 50% of all the babies born in 1980 will spend part of their youth in a single parent environment! The popular image of the "typical" American family has given way to an expanded definition of family, to include a broad diversity of groupings and relationships.

The Family Volunteer Project grew from the belief that these and other forces were acting to pull families apart, rather than helping them to build close, lasting, mutually supportive relationships. It is predicated on the idea that by involving entire families in volunteer opportunities, situations would be created where they could have positive sharing times and the opportunity to strengthen communications and family relationships. At the same time, they would be reaching beyond the narrow boundaries of the family to provide needed services and talents for their communities and for those in need.

The project is designed to test these three hypotheses:

1. There are volunteer jobs which can be appropriately undertaken by families volunteering as a unit.

2. It is possible to recruit and effectively involve families as volunteers.

3. The involvement of families as volunteers will have a positive impact on the family, the community, and the organization or consumer toward which the volunteer service is directed.

Ten communities are serving as local demonstration sites. Five began work in November 1979 and will be involved for three years: Columbia, Missouri; Kennewick, Washington; Lewiston, Idaho; Bellingham, Washington; South Lake Tahoe, California. Five other communities began in November 1980 and will be involved for two years: Salt Lake City, Utah; San Francisco, San Jose, Pleasanton, and Walnut Creek, California. In each community a Voluntary Action Center (VAC) is serving as the lead agency for the project. This reflects the important and unique role played by VACs in stimulating and strengthening volunteer effort at the local level. The Family Volunteer Project takes advantage of VACs' dual relationships with both volunteer-using organizations and agencies and with volunteers themselves. Their involvement insures that the concept of the project will be properly tested and maximizes the probability of continuity and replication in other communities.

Different approaches are also being taken to the recruitment of families. A popular method is to tap into existing networks that involve families. VACs have identified volunteer-providing groups such as churches, youth groups, education groups, single parent groups, etc. In several communities, the focus is on converting existing single volunteers into family volunteers. In others, the VACs will be using a combination of media exposure, public appearances, and personal contact to build awareness of the project.

The Family Volunteer Project is truly a community-wide undertaking. VACs are involving other human service agencies, advocacy and cause groups, cultural institutions, and self-help groups as both potential providers and users of family volunteers. The broadest definition of family has been adopted, allowing the active participation of several generations while at the same time retaining a basic focus on the involvement of youth in some way. Several communities will be focusing their efforts on the involvement of ethnic and racial minorities and the low-income. But for all, the concept is the same: families can serve together, help together, be together through volunteering.

The funding for the Family Volunteer Project ends in late 1982 and the activities beyond that time will be supported locally, carried by the impetus generated during the project. By 1982, the concept will have been tested and assessed. Training and dissemination materials will have been produced and made available throughout the volunteer community. Literally hundreds of families will have participated in the project. And hopefully a small but significant step will have been taken to strengthen the most basic unit of American society, the family.

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ALCOHOL AND DRUG ABUSE: PREVENTABLE ILLNESSES

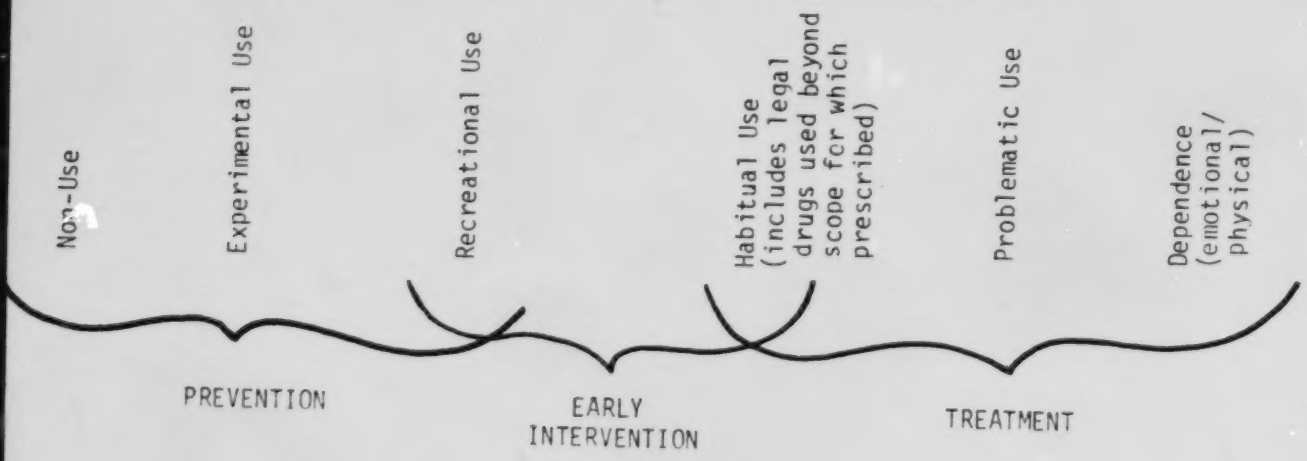
This paper focuses on the question, "Can substance abuse be prevented?" Consideration will be given to the following: defining "prevention"; distinguishing between prevention, education, and treatment; the question, "Why the prevention approach?"; who should be responsible to do prevention; and how to do it.

Prevention is a positive, capacity-building process. It emphasizes the development of life-coping skills which include improving skills in areas such as: interpersonal communication, conflict management, responsible decision making, and problem-solving. The goal is to reduce vulnerability to the misuse of alcohol or other drugs and, among youth, to deter involvement with these substances.

It is significant to note that prevention, education, and treatment are separate elements. Education is the transmission of factual information and, as such, may be a part of prevention. It is, however, secondary to the total prevention process. Prevention is an ongoing, skills building process and is more comprehensive than education alone; it is considerably more intensive than the one- or two-unit presentation which typifies the education approach.

Prevention is very distinct from treatment. Treatment is a rehabilitative process in which a client is restored to a former capacity or state of health. It is a reactive process in that it is a response to the expression of problems. Prevention is a habilitative process; that is, it builds capacity, productive ability, and potential. It is proactive in that it is a deterrent and occurs prior to the expression of problematic behaviors.

Illustrated below is a paradigm of substance use which displays stages of involvement along a continuum. Also shown are state-appropriate actions.



Observe that prevention occurs before problems are evident. At the point when recreational use leads to legal or academic problems or social dysfunction, the more intensive approach of early intervention is warranted. This differs from prevention because it is the first modality in which alcohol or drug use is confronted regularly and is directly related to the individual's behavior. It is imperative that school and community educators learn and remember these distinctions clearly.

Prevention proponents often are posed the question, "Why do prevention?" This response briefly addresses only two of the possible factors. First, treatment simply has not been cost-effective. The traditional health system orientation has been that of "repair shop" mentality or crisis intervention. In other words, it has been one of picking up the pieces after collapse and attempting to cement them back together. This rehabilitative process not only is extremely difficult to accomplish, but also the results are tenuous and cost incredible sums of money - both to achieve and maintain. Further, regardless of whether current statistics reveal an increase or decline in substance use among young people, the incidence and prevalence of use and abuse is alarmingly widespread. It is not only the neighbor's youngster; often it is our children, as well. And, if it is not your child today, it could be tomorrow - despite the strength of your religious or moral convictions.

We live in a country where more than 70% of Americans consume alcohol and in which we are regularly bombarded with media messages which promise that the relief for any ailment follows the swallow of a pill. Even if we, as families and communities, do not subscribe to that frame of reference, we cannot guarantee that our young people will not yield to that social pressure. We owe it to today's youth to provide them with the variety of skills necessary to function as healthy, productive individuals in an even more rapidly changing society.

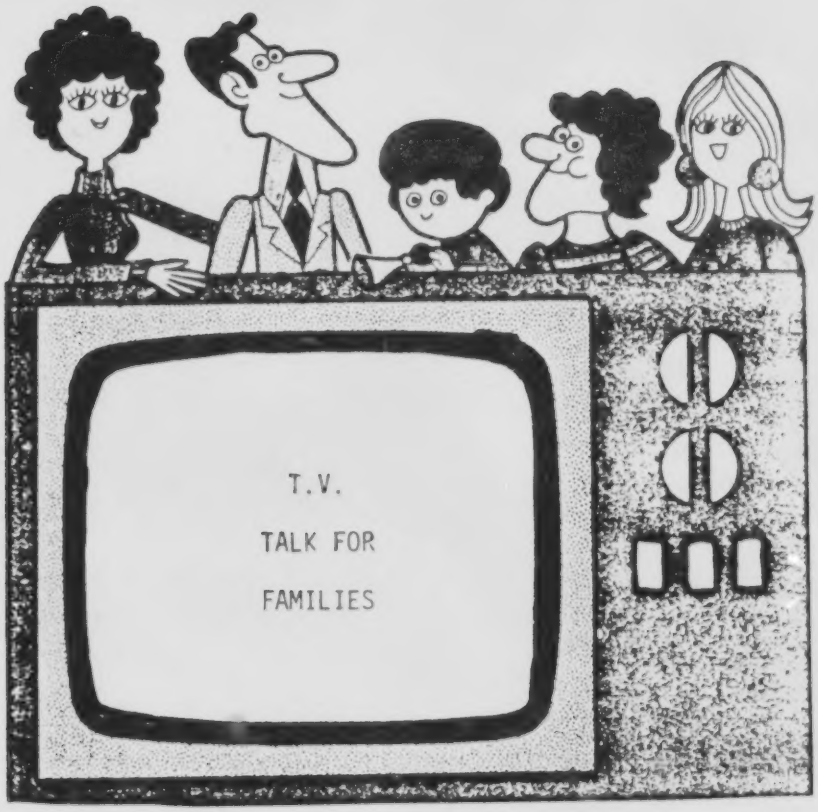
Responsibility for prevention rests with the entire community. Prevention is most effectively accomplished when schools, families, and community agencies are supportive and share resources. At this point, it is appropriate to mention that while the focus of this paper implies prevention in the school setting, prevention is not limited to youth. Prevention programs are currently being implemented nationwide with women's groups, families (parents and teens together), in industry, and with the elderly (regarding the wise use of prescription medicines). For the benefit of youth, however, the school setting is ideal for prevention. School is the major social institution which impacts youth - who spend three times more time there than in the home or church. It is a place where youngsters form self-concept and perceptins of their abilities. It is a place to foster positive, healthy peer support, to provide information, and to learn life skills.

There are a variety of ways to approach prevention in the schools. Available are formal curriculum packages whose success lies in teacher training. Sometimes, there is outside funding available to support these programs. Additionally, there are numerous books which provide stimulating ideas for integrating the following kinds of activities into the regular classroom curriculum: self-esteem enhancement, problem-solving, decision-making, and values clarification. These can be accomplished without formal teacher training. Some schools have elected to have teachers trained in the "Here's Looking at You" curriculum which covers K-12. This curriculum is widely used in the Salt Lake area; currently, more than 230 teachers have been trained and are using it daily. Others have adopted the "Peer Interaction" program which has been set up as an elective course at several Salt Lake high schools.

Widespread substance abuse is a fairly recent phenomenon. It appears to be one type of response to the changing world encountered by young people today. Youth can get along without alcohol and drugs. The key to turning around this serious problem lies with making some changes now, so that we provide youngsters with skills and options relative to the world in which they live.

For assistance in bringing prevention to your community, contact your local department of Alcohol and Drug Abuse or the Utah State Division of Alcoholism and Drugs, 150 West North Temple, Salt Lake City, Utah 84110.

Shelley Salita
Prevention/Education Coordinator
Weber Department of Alcohol and
Drug Abuse
600 Exchange Road
Ogden, Utah 84401
626-9170



A Vehicle for Family Improvement

The following questions and answers help describe T. V. Talk for Families. Additional information can be acquired through last year's practitioners' handbook and from the support team listed at the conclusion of the article.

- What is the target audience for T. V. Talk for Families:

  Families desiring to improve the quality of their family life using television as a resource.

- What is the model program?

  Families watching television and talking about what they see, think, feel, want, plan, commit to, act upon, evaluate, integrate, and celebrate - together.

- Why was the program established, in response to what needs?

  Many families are drifting apart. Television often becomes an unmanageable contributor to family distance and separation.

- When and where was the program developed and initiated?

  T. V. Talk for Families emerged as a local school district and community response to requests from parents, educators, and national television representatives to open communication within families using television

as a resource. PTA, school volunteers, and state and local community school leaders involved with the Salt Lake City School District initiated the program during the 1979-80 school year.

- What were the objectives of the program initially?

  To develop a resource for helping families enhance their decision making and communication skills.

- How can additional programs be established?

  Families wishing to participate in T.V. Talk for Families can begin by discussing what they watch on television in their own homes without additional help. If further awareness of the basic decision and communication skills is desired, materials can be acquired. A discussion leader may be chosen to receive training from the Salt Lake team and to conduct local parent or parent and child groups.

- What are the advantages of the program?

  The advantages lie in using available resources within the home to strengthen the family unit.

- When workshops are conducted for parents to acquaint them with the idea, what is a typical format? (example shown below)

T.V. TALK - ANOTHER APPROACH

Introduction

T.V. Talk Basic Premise: Television can be used to improve family life.

Workshop Objective: To promote the development of personal and family decision making and communication skills using television as a resource.

Procedures

1. Survey audience with the question "How can television be used to improve the quality of family life?"
2. View T.V. 20 spots.
3. Identify additional ideas from spots.
4. Refer to the PTA Home Tutor Packet Article: Items 1-4 (additional handouts).
5. Discuss "T.V. Talk for Families" paragraph "another approach".

   Steps

   a. Note what is happening in the family (quote average stats).

   b. Look at family life as an ongoing process of decision making and communication.

c. Develop these skills by viewing, talking, and doing.

6. Identify specific skills (see Home Tutor article questions).

   a. Skills for personal decision making.

   b. Skills for family decision making and communication.

7. Demonstrate use of questions with practice sets (see Home Tutor picture sequences).

8. Practice Skills

   a. View scenes from "Pride of Jesse Hallam" or other suitable show.

   b. Generate questions (adapt general skill area questions).

   c. Field answers to questions.

   d. Classify or group questions into the skill area categories.

   e. Generate additional questions.

   f. View additional scenes from "Jesse Hallam".

   g. Discuss questions and answers.

9. Wrap up. How can we share what we have learned with someone else?

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CENTER TAKES PARENTS INTO A CHILD'S WORLD

By Jan Thompson
Deseret News Staff Writer

Jimmy's pudgy fingers grasp the slippery buttons, twisting them awkwardly into the tiny buttonholes. Biting his tongue in concentration, he carefully threads the belt through the beltloops--missing only two in the back. After a few frustrated attempts to tie a bow, the 3-year-old knots the frayed laces of his tennies and rolls up his socks. Then, for a finishing touch, he pulls his favorite T-shirt over his head, stuffing the shirttails into his pants.

Jimmy looks at himself proudly in the mirror, sighs and smiles. This is the first time he's ever gotten dressed all by himself!

Anxious to show his mom, the boy runs into the kitchen.

What does a mother say to her son who is dressed in: a bright orange and green plaid shirt; an inside-out, purple football jersey; faded striped blue jeans; one red sock with one brown? What does a mother say as she looks into his trusting brown eyes, searching her face for approval?

Nancy Anderson, program specialist and instructor at the Parent Education Center in Murray, suggests that the time the child puts forth the effort to dress himself is NOT the time to criticize. She says that, in this situation, a mother could respond by saying, "Hey, you dressed yourself! I'll bet you're proud of yourself!" Instead of, "Hey, your shirt's on inside-out and your colors don't match!"

She recommends that later, at a more appropriate "teaching moment," the mother and youngster play a "matching game" -- going through the closet, picking and matching clothes that coordinate. That way, the child is not robbed of his moment of achievement.

The purpose of the Parent Education Center is to strengthen parent-child relationships in the home. Nancy Anderson believes that most parents are sincerely interested in building positive relationships with their children.

Nancy, whose experience includes teaching elementary education for several years and rearing two children, emphasizes the importance of the early years of development.

She shares the philosophy of many cognitive psychologists who believe that much of a child's future achievement in life depends on what has been learned by four years of age.

"Many studies have proven that approximately 50 percent of a child's potential IQ can be increased with experience within the child's first four years," says Nancy. "Jean Piaget, distinguished child psychologist, stated, "The more a child was seen and heard, the more he wants to see and hear." Experience begets experience.

In her parenting classes, she still says that a child's parents are his first and most important teachers.

That's why it's imperative that a home be a center of positive interaction. It should be an informal atmosphere that allows that child to make mistakes and still feel accepted. The home environment should foster curiosity, enthusiasm for discovery and a need for learning.

Nancy teaches parents a positive way to interact with children, giving their children an "I can do it!" attitude.

"Too often parents' expectations of their children are too high. We expect instant obedience and perfection. That's unfair," she says.

Nancy feels that parents need to remember how it felt to be a little person in an adult world. She encourages parents to look back into their own childhoods.

The instructor continues: "I believe that youngsters have very strong feelings that parents usually don't give them credit for--feelings like anger, love and sadness. We as parents expect them to be able to cope with complex feelings that we don't totally understand ourselves."

A loving relationship between parent and child is vital to the self-concept and learning capacity of a youngster.

In his early years of development, parents act as a mirror, reflecting to the child what he is. If parents project a positive attitude, then the youngster believes that he has worth. If their reflection is negative, then he loses confidence in himself and his ability to achieve. He doesn't have enough experience in the "outside world" to know otherwise.

Often parents ask: "But what exactly can you do at home to help a preschooler learn?"

Nancy suggests that parents take advantage of natural learning situations in the day, such as: asking the child to help match socks when doing the laundry, matching lids to bottles while doing the dishes, or taking the youngster on an excursion in his own backyard to discover the bugs, trees and flowers.

Parents should spend time enjoying things with their children--listening, watching and exploring with them.

To build self-esteem, Nancy teaches mothers and fathers to notice the "right" things that a child does and (as much as possible) ignore the negative.

As she puts it, "We should use a ratio of three positive remarks to one negative in talking to a child."

A motto that she presents in class is "labeling is disabling." Instead of labeling the child because of an error, a parent should separate the deed from the doer.

Parents who take these classes respond with enthusiasm and gratitude.

Write or Call

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VOLUNTEER PROGRAM
OGDEN CITY SCHOOL DISTRICT

Are you thinking of starting a Volunteer program? Do you have a Volunteer program and just want to make it more effective? Do you want to involve your community in the educational process?

There is little new in having concerned citizens interested and active in the schools. What is new is actually organizing school personnel to tap available resources, training new recruits as well as the personnel who will be using them, having volunteers to meet identified needs, and evaluating the many steps from recruitment to realization. Ogden City School District Community Education Department took a survey of school personnel and community members, and determined there was an interest in developing a Volunteer program that could meet the diverse needs of our urban area. In the "Educational Programs That Work," published by the Far West Laboratory for Research and Development, the Dade County Volunteer Program is listed as an adoptable. Ogden School District applied for and received a grant to adopt the Miami program.

The real advantage of the Dade Volunteer Project is the structure of the program and the training of both staff and volunteers. We are implementing the Volunteer program in every school in the district, as well as the Ogden-Weber Center for exceptional children, the State Deaf and Blind School, and the Youth Developmental Center (State Correction School). The program can, however, be adopted by any single school just as effectively.

In each school there is a designated team, consisting of the Principal, a Staff Coordinator, and a Community Coordinator. When choosing a staff person, you may want to consider people outside the professional staff, such as the custodian or the secretary. The Community Coordinator is usually designated by the PTA. Each of the team has a job description. Basically, the staff coordinator does the needs-assessment and teacher training. The community coordinator does the recruiting and volunteer training. Together they orient, evaluate, and plan for recognition of volunteers and the program.

The Dade Program is most helpful in that practical materials (brochures, forms, models, etc.) are available for most areas in which a volunteer program would be concerned. Among the materials available are the following:

Job Descriptions
Recruitment approaches, publicity
Training staff and volunteers
Tutoring training in math and reading
Cross-age tutoring
Incentives
Volunteer orientation
Record keeping
Evaluation

Volunteer requirements are simple--the love of children, and the time to spend two hours a week. The short time required makes the volunteer most dependable.

One accomplishment we feel very good about in Ogden is the bringing together of several agencies to provide services to individuals, making it possible for them to give their time and talents.

We have a senior citizen outreach person who identified some people in a nursing home who wanted to become more useful. Two were in wheelchairs. We contacted our Senior Citizen Center Director, Jean Moncla. She has provided buses to transport these people to two of our schools to help with speech therapy and tutoring. One of the volunteers, James Rideout, called to say the experience at the school was the best therapy he's had since he entered the nursing home.

The climate is right for a volunteer program. As George Romney has said, "Money alone won't solve the problems this country faces. People solve problems, people who care." We may not have money, but we do have people. We also believe the structure of the program will be self-perpetuating. Once it has been established, District direction and personnel will be minimal.

Zada is imagining the great potential volunteers can have in Utah. What impact could they have in your district?

Zada Haws
Community School Director
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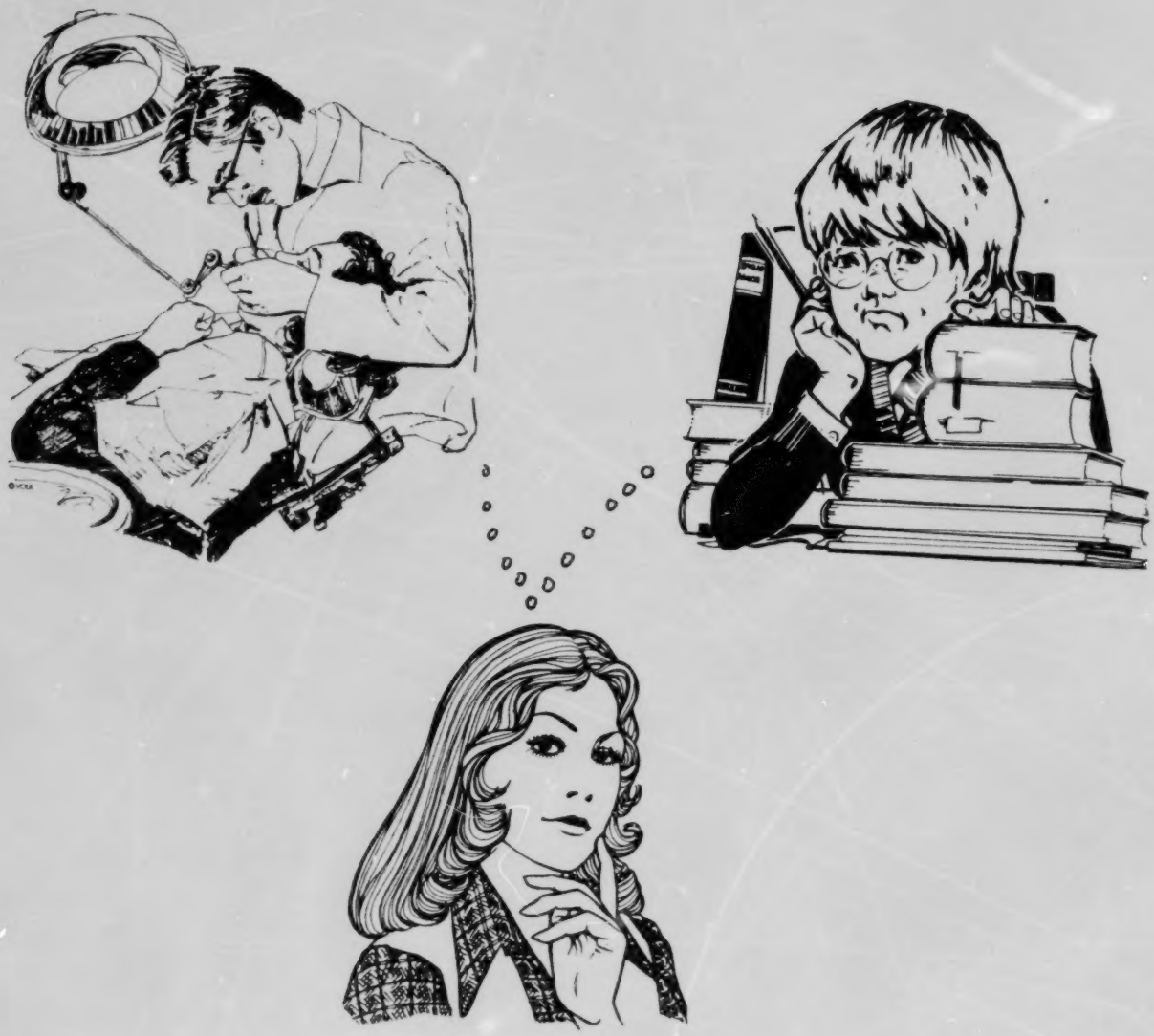
HOW TO GET MOM TO SCHOOL, OR, IT'S EASIER TO SEE THE DENTIST



The reasons for establishing a volunteer program at the Book Cliff Elementary School were many and varied. In order to understand more fully these reasons and associated problems it is necessary to describe the Green River area.

Emery County is located in southeastern Utah. It is at the present time in the midst of a population boom caused by the abundance of coal and the establishing of two coal burning power plants by Utah Power and Light Company. All of the towns with the exception of Green River, are located along the west side of the county. Green River is the only town in the county which has not had a population increase. Green River is isolated from neighboring cities and the rest of the county by vast stretches of desert. It is a one hundred and ninety-six mile round trip to the school district offices. The major source of income is tourism, which is generated by Interstate 70. 23

There is also some mining and farming. The community is considered rural as to its culture and conservative in its politics. There are two schools, the Green River High School which also houses the junior high, and the new Book Cliff Elementary School which was completed in the spring of 1977. The elementary school has a staff of seven teachers and one teaching principal. The teaching staff is relatively stable in that all of the faculty are residents of the community and staff replacement has only been necessary when a faculty member has retired.

As a faculty we examined the problems which exist in our school, particularly the fact that we are so isolated, and we could see a need for extra help in certain areas of our curriculum. Since teacher time was already being used to the maximum, it was felt that a volunteer program would provide the extra time needed. According to research by Barbara Carter, schools throughout the country have begun to realize that within their communities there exists a reservoir of human talent that remains to be tapped. Many of the citizens within the school's boundaries, both professional and non-professional, can and are willing to contribute their services to the schools.

These same schools have further realized that the schedule of work required to maintain a modern school usually exceeds the finances alloted to education. The additional support that can be realized from an active volunteer program does much toward extending the school's effectiveness. Teachers, administrators, and students profit by the services that a well organized school volunteer program provides.

A volunteer program that is carefully conceived, with purposes defined and performances outlined, does much toward interesting the community in participating in school activities. A feeling of cooperativeness between the school and community can be the result.

The implementation of the program took place in the fall of 1977 at the Book Cliff Elementary School in Green River, Utah. Previous to the implementation permission was obtained from the superintendent of the Emery County School District. Together with this permission and a study of the available literature, as well as interviews with those people involved in volunteer programs such as Corrin Hill of the Salt Lake City Schools, I was able to develop a plan specifically for the Book Cliff School.

When school reconvened in the fall of 1977 the plan was presented to the faculty. The idea was not accepted by all of the teachers but a majority felt that it was worthwhile. Those teachers who had worked with volunteers were in total support of the program. It was determined that our greatest needs were in the area of reading and math and that the emphasis should be placed on obtaining volunteer tutors who were to be used in those areas.

In order to make our program successful it was important that some training programs be developed for those who would be involved as tutors and also for the faculty in the use of volunteers. I contacted Dr. Nancy Livingston, the reading specialist for the State Board of Education, and had her conduct two workshops for our faculty and also for those interested in becoming volunteer tutors. This workshop was followed by a mid-winter workshop conducted by Dr. Jacobs, a reading specialist at B.Y.U.

Upon the completion of the first two workshops by Dr. Livingston, the program was implemented. We used as a model a program that had been developed by the fifth grade teacher, Carol Durrant. This program which had taken a year of research and compilation of materials to complete was used specifically in reading. It was developed to such an extent that each lesson

would tell the volunteer what to say and what questions to ask. All of the materials were kept in a file cabinet and the teacher would determine what material was needed and the volunteer would assume the responsibility from that point. The volunteer would work closely with the teacher and as new materials and lessons were needed the volunteer would know where to find what was needed next. This type of organization eliminates one of the major problems created when volunteers are used and that is having them come and then not having anything for them to do.

There are basically two kinds of volunteers: those who serve on a regularly scheduled set of hours per day or week as tutors and those who serve as resource people or as specialists. This latter group of volunteers are those people who may come in only once during the school year for special projects. These projects could be anything from a special presentation in a social studies class to working on scenery for a play. These volunteers are people who have a special talent or have traveled or in some way have something unique to offer or share with the students. The time spent could be as little as one hour in the year or two or three weeks of concentrated time.

We did not limit our volunteers just to those who tutored in math and reading. We called on many volunteers from the resource specialists described above. As the year progressed we had volunteers who helped with dance, art, phys. ed., social studies, speech and drama. Examples of this would include the boys and girls' intermural basketball program which was done completely by volunteers. There was a young woman who had been trained in speech and hearing who worked in speech therapy one half day for a semester, special people who gave social studies demonstrations, a man who taught cartooning for six weeks, two days a week, the people who taught dances to the students participating in stage productions, the fifth grade square dancing sessions, and those people who helped build the scenery for the sixth grade musical play production.

The volunteers were recruited from parents of school children, senior citizens, high school students and interested people from throughout the community. At the beginning of the school year I went to each club and organization and made a presentation about volunteer programs and how they would function in our school. Through this program and contact with parents and community members, volunteers were obtained to make our program a success.

At the close of the school year a banquet was held to honor those who had been involved throughout the year and awards in the form of certificates were given. This was our way of saying "thanks" for a job well done. By the end of the school year 1977-78 we had fifty-four volunteers participate in all of the various activities in our school.

The two most important factors of the volunteer program were the enrichment provided by the volunteers to the curriculum and the community involvement in the school which led to a better understanding of school problems by the general public.

The enrichment provided was in the form of new programs and the improvement of those already in existence.

New programs which were provided through the volunteers were speech, cartooning, intermural basketball for both boys and girls and dancing. All of these programs were well accepted and supported by the studentbody. For example, there were only three girls out of the fourth, fifth and sixth grades who did not participate in the basketball program. The boys from

the same grades supported the program one hundred per cent with all of the boys playing. The number of volunteers participating in the basketball program enabled us to have more teams and fewer members on each team. This made it possible for everyone to have more playing time and more individual help during the practice sessions. Observable improvements as a result of the basketball program were in areas of eye-handcoordination, large and small muscle improvement, overall improvement in general coordination for both boys and girls and last an improvement in basketball skills and a better understanding of the rules of the game.

The area of established programs was where we found the most success and this success was greatest in the reading program. It was in this program where we used the majority of our full time volunteer tutors. These people worked one to one or one to two at the most. We found that all of the students involved with the volunteers showed gains above what could normally be expected in reading over the year. Some of the gains were significant. Just one example in this catagory would be that of a Navajo Indian girl. She came to our school from the reservation reading on a second grade level. She was in the fifth grade and was therefore three grade levels behind in reading. She was placed with one of the senior citizen volunteer tutors who with love and hard work, helped her gain two years' reading ability by the end of the school year. These gains were verified by test scores throughout the year and in the journals which each volunteer was asked to keep each day in which they recorded what work had been done with each student. It was also noted that this Indian girl's math scores improved as her reading improved.

As volunteers took more and more of the slower students, teachers found that they had more time to provide extra help not only for these students but also for the rest of their class. We have been able to divide our reading program into many small groups where students can work on their own level with one to one help when needed. During the 1978-79 school year we provided, through our volunteers, a program in reading for the gifted students.

Overall there were many who benefited from the program: most of all were the students who would not have enjoyed some of these experiences had it not been for the volunteers; second was the faculty who found that there were more than just a few mothers willing to help when and wherever they could; third was the community and those willing people who shared their time and talent with the students. These people received as rewards a smiling face, the satisfaction of a job well done, or the knowledge that somehow they had given of themselves to touch and share with those who would not otherwise have had this experience. Last, and possibly one of the more important benefits, was the drawing together of the school and community, the sharing of problems and needs, and the cooperation needed to find the solutions.

Write or Call

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PARENT PARTICIPATION TELEVISION WORKSHOP

What is a Parent Participation TV Workshop?

- In a Parent Participation TV Workshop, parents come to school, church, or community center to watch a television program with their children and talk about it with them afterwards. The purpose of the Parent Participation TV Workshop is to help parents and children learn how to use television at home to get to know each other better; to share attitudes and feelings, opinions and beliefs, to discuss the basis for decision making and the choices of who you are and who you can become.

- Parents and children will be helped to understand the constructive use of television and its relationship to school achievement and better family relationships.

- Those who cannot view with a parent or a child are invited to bring a friend.

What Can Talking About a Television Program Accomplish?

- Research has proved that parents working with their children can have a significant effect on school achievement. Parents talking with their children can also affect their values, their decisions, their sense of who they are and who they can become, their feelings about the meaning and purpose of their lives.

- A television program can make it easier to talk about sensitive subjects parents might hesitate simply to jump into at the dinner table. Children hesitate to jump in too. As one 16-year-old parochial schoolgirl said in our pilot workshops, "I never knew what my mother thought about abortion."

- Talking about a television program made it possible for her to know. In an age when more than one million adolescent girls get pregnant every year, it was important for her to know.

- The purpose of the parent participation TV Workshops is to help parents and their children get to know each other - and themselves.

- As President Jimmy Carter said, extending his "warmest good wishes to those who become involved in Parent Participation TV Workshops," "These Projects are clear evidence of the genuine concern of parents in fulfilling their responsibilities to their children and to the future of our country."

- The American Association of School Administrators has voted to endorse the Parent Participation TV Workshops.

Purpose of Workshops

- To use television at home to help parents open communication with their children, to help them choose their values, learn to make decisions, discover who they are and who they might become.

Program Guides

- The Family Discussion Guides to each show are good roads you may follow or change according to your needs. The basic idea is simple. The television program serves as a "springboard" to family communication. Sensitive subjects may be hard to jump into at the family dinner table. But "television programs, carefully selected and thoughtfully shared, have such enormous potential for parents," Dr. Fred Wilhelms has pointed out. "It's not simply -- it's not even most importantly -- the content of the programs themselves. It is, rather, their power to build a bridge between your child's heart and mind and your own so that you can get together in honest talk."

Important Program Ideas

- What are the important ideas parents and children can talk about after watching a television program together? Here are just a few:

Choice:

- Our choices as we grow older determine who we are and who we will become. We are the sum total of our choices. Freedom is the freedom to become what we wish to be.
- As we watch the choices made by the models we see on TV, we can talk about how they made their decision: Did they identify the problem? Look at its causes? Choose their own values? Know their own goals? Gather enough information to know all their options? Did they plan their action? What were the results of their decision? Why? Did they learn from their mistakes? Did they grow?
- Or, instead of making a meaningful decision, did they simply succumb to pressure? Was their decision based on emotion or on reason?

Courage:

- "Courage," Rollo May has said, "is not a virtue or value among other personal values like love or fidelity. It is the foundation that underlies and gives reality to all other virtues and personal values... In human beings courage is necessary to make being and becoming possible. An assertion of the self, a commitment, is essential if the self is to have any reality.
- What is the difference between moral courage and physical courage? What is moral courage?

Violence:

- Families can help TV Viewers to see that violence - in any style or any age - is not a sign of courage but of fear. One must recognize that deeds of violence are performed not by the powerful, but by the powerless.

Compassion:

- Can the young be helped to choose role models that demonstrate sensitivity and empathy instead of pure pragmatism and opportunism?
- Moral courage depends on what is called "perceptive courage" - the capacity to see, to let oneself perceive the suffering of other people. When we block perception, we blind ourselves to the other's suffering. When perception is blocked, empathy is cut off.

- Our objective is to increase our children's perception when they watch TV. Can our family discussions lead children to an examination of their heroes' values? What is his/her capacity for compassion?

Control:

- Wisely used, the television experience can contribute to a child's sense of control of his own life, to a belief in himself and in his ability to create his own destiny - and the determination to take his fate into his own hands as he grows to adulthood.

- The child's sense of control and his ability to create his own future are especially dependent on family support. As Gerald Lesser has pointed out, "An older person taking visible pleasure in a child's accomplishments surely goes a long way toward making a child feel good about himself and what he is capable of learning."

- Parents, using television to help their children gain control of their own lives, can help them to gain control of their viewing habits as well.

Study Results:

- A 1978 study of Parents, Adolescents and Television by Joan Tierney found that "communication and shared activity are the most sought after experiences of youth with parents. Children equate lack of communication and lack of shared activity with not caring about them. Children who don't experience them desire them greatly." The study revealed that parents and children who watched television together and talked about it afterward had better communication than those who did not.

- What is important, is not how we do it but, simply, "getting started." Nothing can be more purposeless than allowing our children to sit, for endless hours, passive before a "flickering blue parent." It is we, their human parents, who must teach them how to live.

What Can Parents Do?

Start early to develop good viewing habits. Many children are already regular television viewers at the age of two or three.

Develop planned viewing with specific programs. Don't just "turn on the set and see what's on!"

Plan physical activities with younger children in between planned programs.

Seek out programs which were made for kids and which involve kids in your child's age group.

Where possible, have a TV viewing area separate from the living room, kitchen, bedrooms, etc., where the regular family functions occur.

Differentiate between "make believe" and real-life situations with younger children. Explain how the terror, pain, and violence portrayed on TV is happening to actors, but these things are much worse when they involve real people.

Don't let kids use TV as an excuse for not participating in other activities.

Help kids to use "alone time" for other purposes than just viewing whatever happens to be on TV.

Use "sensitive" TV themes to open up discussion opportunities for your children to raise questions which might remain unanswered for them during programs.

Expose deception in TV advertising. Make sure children realize that those famous people saying nice things about a product are being paid to say those things.

Discuss ads which emphasize heavy sugar snack foods. Let older children help select alternative snacks the family might keep on hand.

Read to your pre-school children. Develop the book habit at an early age.

What Can Teachers & Parents Do By Working Together?

Balance reading and television activities. Children can "follow up" interesting television programs by checking out the library books from which some of the programs are adopted, or, by pursuing additional stories by the authors of those specific books.

Help children develop a balanced viewing schedule of action, comedy, fine arts, fantasy, sports, etc.

Arrange for an antenna or distribution system to bring in a signal so children have alternative programming from which they can select.

Speak out about commercials which indicate great problems can be solved by taking a pain reliever or sleeping pill and make sure children understand this is not necessarily "normal" for all people.

Encourage schools to include courses on television as an art form and medium including aspects of critical thinking and analysis.

Point out positive examples of women performing competently in a variety of occupations.

Point out positive examples which show how various ethnic and cultural groups all contribute to making a better society.

Write to local newspapers, local TV stations, networks, the FCC, and/or advertisers about programs which include excessive violence.

Join your local PTA, action for children's television, or other groups to help improve the present approaches to the TV programming most children watch approximately 40 hours every week.

CONTACT PERSON:
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WORKSHOPS: DEVELOPING PARENTS' TITLE I PARTICIPATION

Petersen Elementary Title I parent involvement and improvement workshops have been developed to augment the academic needs of the children at home. A need was perceived in a November Parent Advisory Council (PAC) meeting where parents expressed a desire for aid. They felt a need for help in the form of techniques and materials.

To increase the role of the parents in the PAC and at home, the workshop idea developed. The idea has had success for those parents who have attended. They listen attentively to the information, ask questions, and they make, take home, and use materials for their child/children to learn. Since their needs are being met, many have returned. However, involving a larger proportion of the parents has had only partial success.

The workshops are held Fridays at various rotating times: 9:00-12:00, 1:15-3:00 and 3:15-6:00. There is one monthly Wednesday night meeting from 6:00 -8:00. The concern was to involve as many parents as possible, including fathers. Since many of the parents work various shifts, the various times were scheduled to maximize participation.

Parents are informed of each month's meeting by a dittoed letter at the beginning of the month. They are also invited weekly to come and discuss teaching methods and techniques in the Title I classroom.

Materials are provided according to expressed desires. Flash cards, pens, markers, poster-board and laminating film are used from the school supply room and paid for out of the Title I budget.

Petersen Elementary uses the Houghton-Mifflin reading series with word lists developed by the Provo School District. Parents wanted to help their

children with these words. After locating where the child is working, words from the list are put on flash cards. If the child is working on compound words, suffixes, contractions, etc., techniques to help with these skills are given. Suggestions for their nightly use are also discussed.

To expand from the school's program, parents are offered Dolch sight and noun word lists. Phonics and word attack skills are heavily emphasized as the cornerstone of this Title I program. Clear writing of the flash card words is emphasized as well.

Of the twelve workshops, turnout has varied from zero to five people per session. The evening sessions have had the best attendance, however, since PTA and Title I PAC meetings followed the workshops, attributing to the higher turnout. The attendance of the other sessions is fairly equal although there is a slight preference for the afternoon sessions.

A few parents have attended more than one workshop. One couple has attended three workshops. The involvement with the PAC and Title I workshops has increased, albeit not as much as was hoped for or anticipated. The parents who have attended have expressed that their needs are being met. They use the ideas and materials in their home. Their children enjoy the materials and are especially benefiting from the extra time and effort of their parents.

To further increase the participation of the parents in the PAC and workshops various things could be done. Foremost, the school administration and staff must inform parents and reactivate their interest. A needs survey may be taken and steps to meet these needs followed through. The scheduling may need to be revised and the materials may need alteration to better fit the parents' needs.

Due to the workshops, we feel there is more participation with the parents of the Title I children and the school. The workshops have contributed to better understanding and involvement, as well as improved communication. Overall, the program has been successful and merits continuation.

Marie Orlin
Title I Teacher
Petersen Elementary
Carbon County School District Utah
888-4474

STRENGTHENING THE HOME BOTH AS AN EDUCATIONAL INSTITUTION AND AS A PRIMARY PARTNER WITH THE SCHOOL IN THE FORMAL EDUCATION PROCESS

Jackling Community Education has been involved with the State Community Education Department on a project of integrating or infusing community education into the day-school for the past two years.

Many resources have been brought into the school through the efforts of community education from agencies, private business, educational institutions, and community volunteers. These resources were in the form of mini-courses, units, and one-time experiences to enrich the units being taught in the school. Curriculum concerned with "How To Live in the Real World" has also been implemented through courses in Baby-Sitting, Stranger Danger, How To Understand Media Advertising, Trade-Offs (economic), You're In Charge, Handicapped Clinic, and Gifted and Talented Programs.

Involvement of the public has been accomplished through Cottage Meetings and first-day packet surveys whereby needs have been assessed. These gave us input from the community. Community School classes have been expanded to fill these needs.

We have tried to meet the needs of individual students through special programs such as the Handicapped Awareness Clinic and our Gifted and Talented programs.

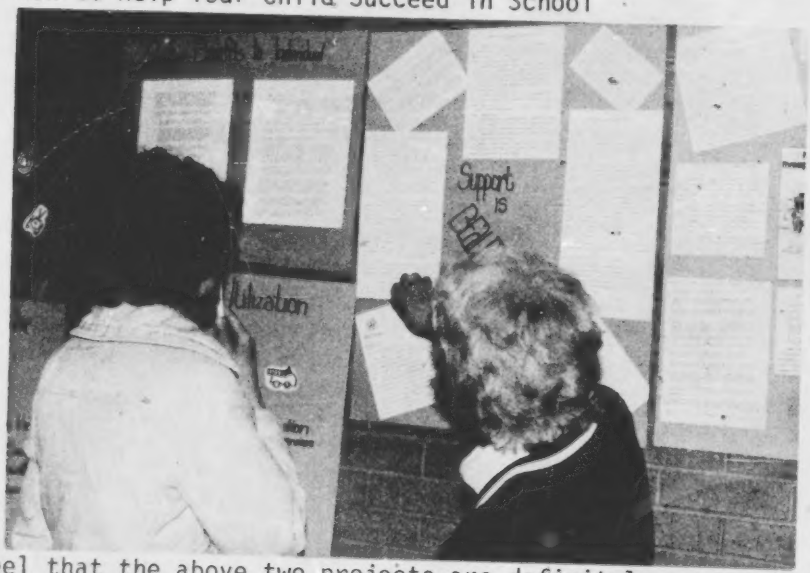
We have been concentrating our efforts this year on strengthening the home both as an educational institution and as a primary partner with the school in the formal education process.

Communication between the home and the school is the foundation that must be laid prior to any work on the above goal. In an attempt to accomplish better communication, as well as our goal; brainstorming sessions with the PTA Room Representatives and PTA-Teacher Volunteers have been held in an attempt to come up with practical, workable strategies that would not only improve communication between the home and the school, but would also accomplish our goal.

The decision was made to communicate to parents concerning the unit plans for the quarter so that parents can reinforce the learning at home. Once the parent knows the intent of a lesson, he can come up with many activities to emphasize that lesson. We have a PTA person meet with each grade team in one planning meeting prior to the beginning of each quarter to take notes on the units that will be taught that quarter, and on teachers' suggestions for parent enrichment at home for those lessons. From these notes, a newsletter is put together on each grade level and sent to parents in the report cards. The parents are asked to send back with the report card a note on their feelings about this project and also any suggestions they may have on ways to improve this system. This project truly makes the parent a primary partner with the school in the formal education process.

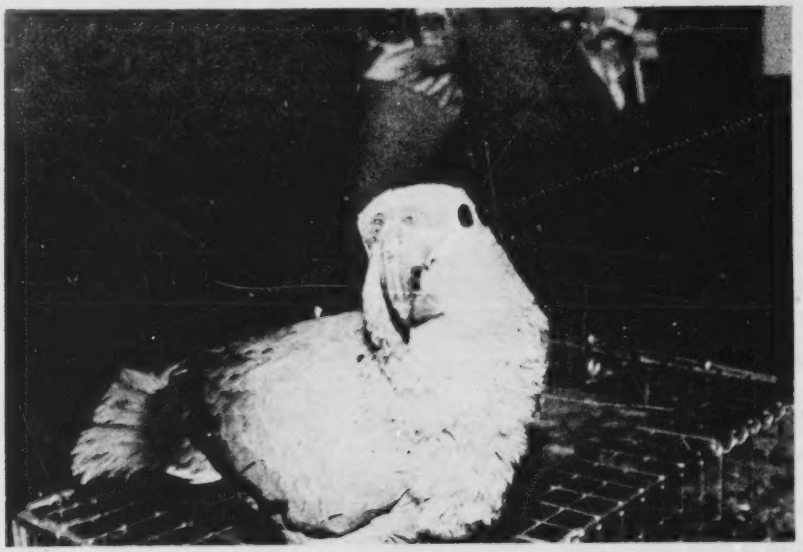
To further strengthen the home as an educational institution, we have worked in conjunction with the PTA on a two-day "Be A Better Parent" workshop. This workshop will consist of the following sections:

How to Help Your Child at Home--a fun approach to tutoring
How to Get the Most From a Parent-Teacher Conference
Alternatives to TV
Discipline--including self-discipline and self-esteem
An Overview of the Parenting Course
How to Work With and Help Your Gifted Child
How to Help Your Child Succeed in School



We feel that the above two projects are definitely a step in the right direction toward strengthening the home both as an educational institution and as a primary partner with the school in the formal education process.

Betty W. Bowne
Community Education Coordinator
Jackling Elementary School
Granite School District
3760 South 4610 West
West Valley, City, Utah 8412[illegible]
969-3442



Why not give Betty a call and start working toward more parent-participation in your school? Schools with no parent participation are for the birds!

Utilizing Community Resources

The world is changing so fast that at least one futurist says we are leaving the industrial age and entering the information age. If not for computer technology, there would not be enough people on earth to process the huge amount of new information being discovered continually. How are schools changing to adapt to teaching the flood of knowledge and information to our children? How are our students being prepared for life and employment in the future? Most of the jobs that our children will be employed in 10-20 years from now do not as yet even exist.

But how often do students sit reading about industry while manufacturers' machines are at work just miles away? Or are they often yawning while working in Civics workbooks while City Hall bustles with activity just ten minutes away? Businessmen, computer analysts, electronics engineers, miners, bricklayers, contractors, etc., live right in our own neighborhoods. Why not bring them into the classroom to share their knowledge and experience in an effort to enhance the learning experiences organized by the professional teacher? These outside resource people could be instrumental in relating the abstract to the real; making students more aware of their communities and the needs within those communities, so they can better meet those needs.

People from all walks of life who are willing to make their time available could be involved as volunteers for tutoring, teaching, P.E. skills, and teaching about their own professions.

In the home/school/community partnership there are roles that are more appropriately filled by the community. The community could provide equipment, renewed interest, a feeling of future responsibility, a knowledge of the needs, and a strong desire to help those future consumers, employees, and fellow citizens. Let's invite them in to play those appropriate roles.

HORIZONS AND HORIZONS/COMMUNITY EDUCATION
SALT LAKE DISTRICT'S PROGRAM FOR GIFTED AND TALENTED

The Salt Lake City School District's program for the education of gifted and talented students is now in its seventh year. The District began a pilot program in seven schools during the 1974-75 school year and has expanded gradually to include all elementary schools. Members of the Salt Lake City Board of Education and the Superintendent have recognized the need for providing special support to students whose academic abilities enable them to perform at a high level and to make contributions beyond those normally expected by classroom teachers. Such students need different opportunities and stimulation which are difficult for the regular classroom teacher to provide. Therefore, the District remains firmly committed to the education of its gifted and talented students.

Philosophy of the Horizons Program

The Horizons Program of the Salt Lake City School District is designed to fill a need within the total educational plan to assist the more academically talented students to realize their maximum potential. It has become evident that those among us who are capable of making major contributions to advance Man's knowledge have not received adequate attention. It is appropriate that our school plan should provide the means for talented and gifted students to develop the skills necessary to make the major contributions of which they are capable.

The premise of the Horizons Program is that the development of self-motivated individuals is of great importance to enable these individuals to fulfill their intellectual capabilities. Research has shown that skill in many processes is essential to the scholar's efficient use of information. Process skills include observation, classification, interpretation, analysis, evaluation, synthesis, fluency, originality, hypothesizing and communicating.

The Horizons Program may be visualized as a triangular effort to extend curriculum, to teach necessary processes and to utilize both to solve problems.

By training the more capable students to reach a high level of aspiration and self-actualization, the achievement level of the entire student body will be enhanced. The Horizons teacher and student in the Program will provide resources which will stimulate spin-off activities and attitudes throughout the school.

Objectives

1. To promote a high level of scholarship, independent thinking, and internal motivation among participants.

2. To develop an appropriate framework for curriculum alternatives for gifted students.

3. To refine student selection procedures in order that participating students are truly gifted in the areas of their participation.

4. To coordinate instruction and activities of the program among schools, as well as with those of the regular classroom.

5. To provide school activities that develop skills related to vocational experiences.

6. To establish a climate which is positively reinforcing to students and one in which self-worth can be enhanced.

7. To utilize the talents of parents, community persons, volunteers, teachers, and school personnel to enrich the Horizons Program.

Administration and Organization

A. District Level. The Horizons Program is under the administration of the office of the Administrator for Educational Accountability, Dr. Stanley Morgan, and the Department of Curriculum, Margaret Richards. The Program is coordinated half-time by one of the Horizons teachers.

B. Local School Level. Every elementary school is served by a half-time Horizons teacher. These teachers, in coordination with all school personnel (principals, pupil specialist, teacher coordinators, resource teachers and classroom teachers), are responsible for designing and implementing a gifted program in order to make education more meaningful for gifted and talented students.

Many options exist in the design of the gifted and talented program. Among these programs are ones that: 1) Recognize that different students are gifted in different ways, thereby providing diverse programs; 2) Identify and work with academically gifted children; 3) Incorporate inservice models that train classroom teachers in the use of differentiated techniques.

During the 1980-81 school year, the Salt Lake City schools have placed emphasis on identifying and working with academically gifted students for the majority of the time, coupled with inservice training and programs to develop the talents of other students.

Service Patterns

A variety of organizational patterns to deliver services to gifted and talented children have been developed. These include:

1. Pullout Resource: The Horizons Program will focus on the 4th, 5th and 6th grades' gifted students to meet the needs of those students. Such classes may be taught by the Horizons teacher, other school staff, volunteers from school or community, or older students working under the supervision of the Horizons teacher. It will be the responsibility of the Horizons teacher to see that such classes continue to meet the stated objectives of the Horizons Program.

2. Work Within the Regular Classroom: One objective of the Horizons Program is to disseminate information and teaching techniques throughout the school. The Horizons teacher may work with the regular classroom teacher in a team-teaching situation which may involve demonstration in a particular area or which may include drawing upon the specialized skill of others. Such a program will be carried out in cooperation with the regular classroom teacher and not be done by the Horizons teacher in lieu of the classroom teacher's services.

3. Think Centers: The Horizons teacher may provide, within the school, places where children working on particular problems may find the materials and stimulation to accomplish their individual tasks. Such centers should be available for individuals or small groups on a flexible basis according to the needs of the child and the problem. Think Centers may be organized with the help of the media specialist in the school if this is appropriate.

4. Programs Within or Without the School Environment: One purpose of the Horizons Program is to provide enriching experiences for gifted children in any appropriate area. When such an experience can best be found outside of the school building, it will be the responsibility of the Horizons teacher to organize such an experience. Field trips for small or large groups of children as well as activities for an individual child may be included.

The schedule of resource classes, team teaching and other phases of the Horizons Program must be flexible and adapted to the needs of the individual school and students.

Horizons/Community Education is the newest component of the Horizons Program. Consisting of extracurricular classes and experiences, Horizons/Community Education is likewise committed to nurturing individual talents and to developing critical thinking ability.

The stated objectives of Horizons/Community Education are as follows:

1. To extend the existing Horizons Program, thereby giving it the opportunity to serve Community needs on a larger scale.

2. To provide additional educational options for gifted students, thereby better serving individual needs.

3. To serve greater numbers of gifted students, both inside and outside the District.

4. To inform parents and other interested Community members of the unique characteristics and special needs of the "gifted" population.

5. To provide professional resources, including consultations, workshops, classes and materials to families of gifted students.

6. To maintain open communication between the Community and the District in order to assess needs and Program progress.

Flexibility of time and scheduling are only two advantages inherent in a community education approach. Furthermore, a variety of formats can be utilized, including: general exploratory courses, in-depth workshops, mentor programs, individual study, field trips, pre-school programs, summer programs, etc. Concerted effort is also made to select the very best instructors and to schedule the classes conveniently throughout the Valley.

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Kids chart a radically revamped look for S.L.

By Jerry Johnston
Deseret News staff writer

Solar collectors, outdoor plazas, cork pods carrying people through pneumatic tubes, those are just a few things in store for Salt Lakers according to a group of fifth and sixth graders.

Under the direction of Mary Moody, gifted students at Ensign Elementary in the Horizon program have been studying architecture. And after hitting the books, they hit the drawing board. If they have their way, Salt Lake City will never be the same.

"At first we did a study of the basic elements of architecture," says Ms. Moody. "We built some arches, columns and beams. Then we talked about the future, what was needed, what resources might be limited. Then I asked them to think of Salt Lake City as it might be years from now, and asked them to redesign it."

Everyone had an idea, of course. Mikio Moryasu, 11, took a 20 block area downtown and went to work. He left many of the historical sites, such as Temple Square. But he put in residential towers and added "hover cars" — cars that run on a cushion of air. Lowell Boone put the entire city under a dome and — looking at energy in the future — Kyle Flindt filled his city with solar collectors.

A couple of weeks ago the nine students in the class took their ideas to a Salt Lake City Council meeting.

"Each student presented his or her drawing to the council and gave a short talk," says Ms. Moody. "The kids were frightened, but they did a nice job. I think the council was quite surprised that 10 and 11-year-old kids could do the high level thinking it takes to map out a city."

Currently the class is hot at work on another project. With the aid of an architect the young draftsmen plan to design a lifesize "study habitat" where kids at Ensign can go to read and relax.

Looking over the plans for a "future city" are Kyle Flindt, left; Mikio Moryasu, Mary Moody and Lowell Boone. Project was part of Horizon program.

The architecture class is just one example of strides being made by Horizon in Salt Lake City schools. The program is for all gifted and talented students. Students are selected for the program on the basis of academic testing and the demonstration of talent.

"Horizon started out about seven years ago," says Carolyn Schubach, teacher coordinator for the effort. "It used to be called the multiple talent program. Right now we have 16 halftime teaches in each of the district's 27 elementary schools. And we teach subjects such as computer science, advanced math, creative writing, journalism, debate and aerodynamics."

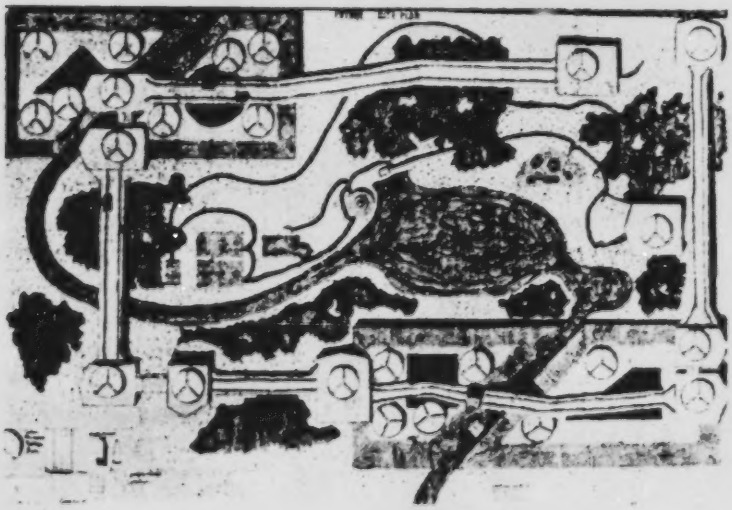
Do such advanced students tend to get bored in other classes?

"Yes," says Ms. Moody. "And that's a problem. Most of these students are bright enough to get something the first time and are ready to move onto something new. So there is some boredom. Of course that's what the Horizon program is designed to reduce."

"Right now," says Barbara Swicord, curriculum designer, "our goal is to put a fulltime Horizon teacher in every school. Then we'd like to extend the program into the junior high schools. The young people I've spoken with would really like to have something after elementary. What we do is different. It's not harder or faster, it's simply different. Originally the program was intended for the entire school, but now we're concerned specifically with bright students who are not challenged by their studies. We are trying to bring another dimension of learning to those kids."

Currently funding is holding up. Horizon is funded by the district, with no drain on state or federal funds. And the city council, with a reputation for being pro education, seems to be backing the effort. Perhaps most important, the superintendent, Dr. Donald Thomas, has told program administrators he himself would like to see Horizon expanded.

For a bunch of young architects, the prospect of being able to continue with their interests after grade school is exciting, anyway. After all, when the time comes for Salt Lake City to go solar and install underground transportation, they'll be the ones with ready pencils.



Jonathan Hammond's far-reaching plan for making over Salt Lake City includes "solar powered battery dishes" (those are the round objects scattered in the map at left), people-movers and spacious parks with boating and other facilities.

"THE LAW AND YOU - Law-Related Education for Adults"

"THE LAW AND YOU" is a series of classes for adults, aimed at giving them a better understanding of the legal system of our country. At a time when much of the country perceives the justice system of our nation to be breaking down, it is important to tell the layman more about its process and, in fact, "to renew faith in the system." During the past few years much emphasis has been given to law-related education in the K-12 program but so far as can be determined, Utah is unique in offering a statewide program to parents, young adults, and the community as a whole.

"THE LAW AND YOU" began as an idea in 1975 when the Utah Judicial Advisory Council approached the Utah Community Education Foundation with their concern over the growing disrespect and public image of the judicial system in Utah. The Council asked the Foundation to assist in the improvement of this image through Community Education. With the support of the Utah Judicial Advisory Council, the Utah State Bar Association, and the cooperation of the Utah State Board of Education, the Foundation set up a task committee made up of lawyers, educators, community service directors, law enforcement personnel and volunteers, to study and develop a program that not only would make the citizenry of Utah aware of their rights and obligations under the law, but also make them understand and appreciate the judicial system.

The committee designed a curriculum (see attachment) that can be revised to meet the needs of an individual community. For example, one small community wanted to have a class on merchandising problems, such as credit card fraud and check forgeries. Another wanted more emphasis on juvenile problems, and these changes were made.

In cooperation with the Utah State Bar, the Foundation secured teachers for the program from local lawyers and law enforcement personnel, who taught the classes on a volunteer basis. The program started with three pilot areas; Granite, Davis and Ogden school districts; and because of the success of these pilot programs, funds were applied for and granted through the Utah Council on Criminal Justice Administration, for administrative expenses and salary of a part-time project director for the State of Utah.

To begin with, classes were offered only through the Community Education programs of the school districts. By the end of 1981, 24 of the 40 school districts in Utah will have offered the course to the community through Community Education programs. In 1980 the program was subsumed by the Utah State Board of Education, and it was decided to make the course available to the Adult High School program, as well as Community Education, whereby adult students could enroll in the class and obtain credit to apply towards their diploma.

Iron School District was the first to offer the combined classes, with students working for credit and citizens of the community attending the same class. In the 1980-81 school year, 9 school districts will be offering the class in the combined program of Community Education and Adult High School. Lawyers, law enforcement personnel, and the directors of both programs work together to see that the classes meet the needs of both programs.

More than 250 lawyers have served as volunteer teachers in "THE LAW AND YOU" classes, as well as many law enforcement personnel. Class outlines and teacher's aids have been developed by the Foundation to assist the volunteer teachers in preparing for the classes. The Foundation has also developed materials for media advertising, thus achieving and generating interest and cooperation from newspapers, radio and TV stations in promoting the program.

The textbook used for this program is Practical Law in Utah, an adaptation of Street Law, to the Utah Code. This booklet deals with all subjects included in the course, with the exception of Estate Planning.

The Utah "THE LAW AND YOU" program is not designed to make "do-it-yourself" lawyers out of the participants, but to help them become better acquainted with the mechanisms of the legal system that affect them daily, and to give them a better understanding of their rights and obligations under the law. It also provides a valuable link between the law profession, the schools, and citizens of the community.

This participant was particularly intrigued by "The Law and You" presentation. Perhaps she suddenly realized the importance of making out a will.

Catherine P. Reese
3995 South 2280 East
Salt Lake City, UT 84117
272-2079

"THE LAW AND YOU"
Law-Related Education for Adults

CURRICULUM

I. Criminal Law - the criminal justice system, and how it functions

II. Real Estate Concepts and problems - Landlord and Tenant
A. Property Concepts
(1) Conveyancy deeds, mortgages, encumbrances, taxes
(2) Incidents of ownership

B. Landlord - Tenant Relationship
(1) Contracts
(2) Statutes
(3) Remedies

III. Consumer Law - Contracts
A. The Commercial Code affects almost everything you buy
B. The Uniform Consumer Credit Code may be your salvation or your downfall.
C. Contractual rights and relationships.

IV. Personal and Property Rights - Compensable Injuries
A. Privacy
B. Sex Discrimination and the Law
C. First Amendment Rights
D. Libel, Slander
E. Torts in general

V. Family Law - Juvenile Law
A. Marriage, Divorce, Annulment, Adoptions, Juvenile Courts
B. Contractual rights and obligations

VI. Estate and Gift Tax - Income Tax
Individual income tax will be explored historically and the current revenue Code of 1976 will be reviewed and analyzed.

VII. Probate Transfers of property
Wills, trusts, conveyancing will be analyzed as well as transfers in contemplation of death and transfers by statute in the event of intestacy.

VIII. Estate Planning.
This session will culminate the series beginning with VI and VII by interrelating the three classes.

CONTACT PERSON:
Catherine P. Reese
3995 South 2280 East
Salt Lake City, Utah 84117

INDIVIDUAL DEVELOPMENT IN THE CLASSROOM: UTAH PTA RESOURCES

The Utah PTA Individual Development Commission provides many resources to parents, teachers, and community members who are concerned with the personal development of children and youth. Areas of concern under the commission include cultural arts, human relations, character and spiritual education, citizenship, international relations, scouting and discipline.

In the area of the cultural arts, the commission provides the opportunity for children and youth to express themselves creatively by participating in the National Cultural Arts "Reflections Project". Original art, music or literature entries, centered around a common theme, are submitted by students at local level competition. Winners are then sent to regional, state, and national level for top honors. Utah has traditionally had the most entries per capita of any state and has had many national winners. The commission also supports the Utah Festival of the Arts for the Young, Music In Our Schools Week and Integrated Arts Programs.

To encourage student development in human relations the Individual Development Commission has programs available for use in the classroom. The Green Circles program teaches children in grades 1-3 to expand their circles of love and acceptance from their families to all people. The Green Circles packet may be bought for $45.15 at the State PTA Office and includes a flannel board, cut out felt figures and a script. Growing Circles points out the concept that every person is unique and yet more alike than different. It is designed for grades 4-5 and portrays how our actions affect others. This packet sells for $42.00 and comes with a script, discussion guide and overlays. Circles and Cycles, is an adaptation of Green Circles for secondary students and adults and is made up of a film, overlays and a complete guide.

In the area of character development and spiritual education, Individual Development Commissioner, H. Joyce Vuyk, has developed a program that encourages good manners, courtesy and respect among elementary students. The filmstrip and cassette entitled "How Christopher Learned To Glow" tells the cartoon story of Christopher Careless and Molly Manners. Christopher always represents the worst situation and Molly Manners always handles situations the best way. The "Christopher Learns to Glow" kit also comes with a cassette tape and sheet music of a song entitled "It Feels So Good To Care". The cost of the kit is $15.00.

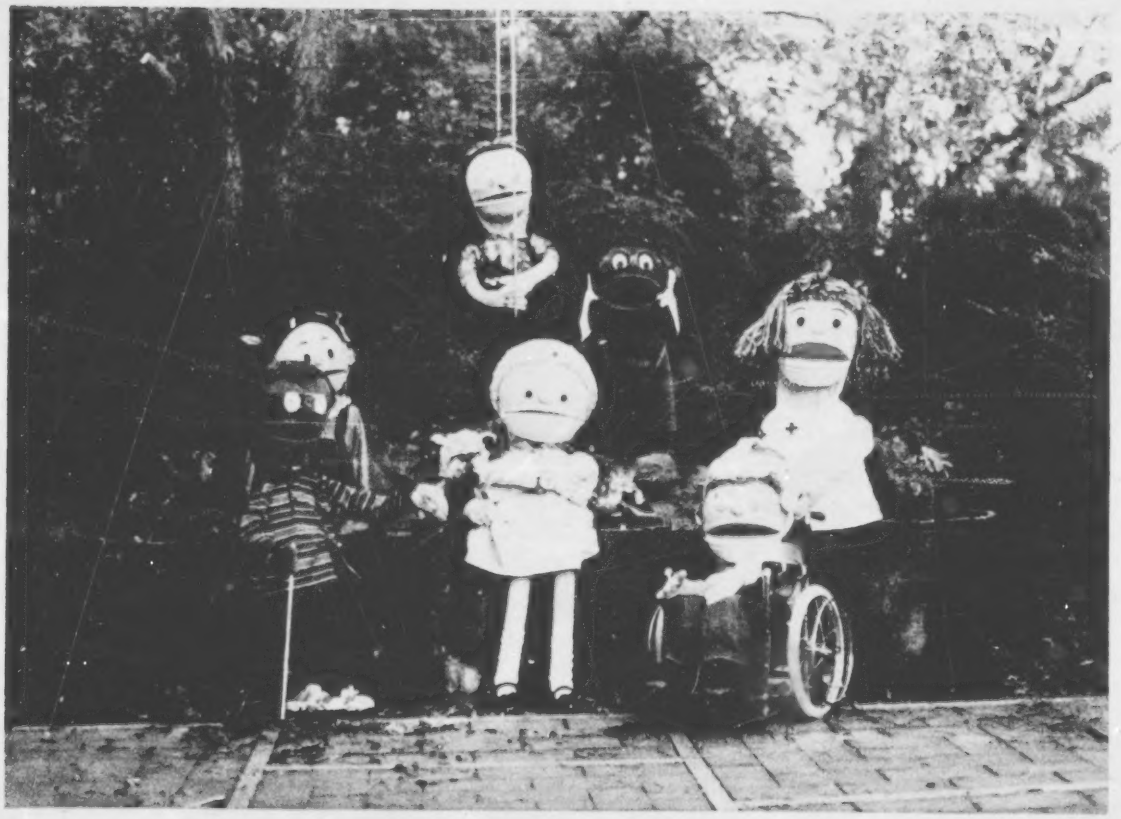
Another Christopher filmstrip addresses the area of citizenship. The "Christopher Learns to Love America" kit, also created by H. Joyce Vuyk consists of a filmstrip and cassette. The booklet, "Stand Up For America" with ideas for PTA involvement in patriotic programs and parchments of historical events are also included in the kit which sells for $15.00.

The Mayflower Compact by Mark Nichols is an additional citizenship program available through the PTA. Children develop their own set of rules to live by and are ceremoniously given a signed and sealed Compact from the school and PTA committing each child to forming a good character trait. The Mayflower Compact kit sells for $4.00 A larger kit, specifically for fifth graders as they study America, containing large colored certificates and badges that say "I Am A Young Pilgrim," sells for $19.00.

For more information on Utah PTA Individual Development programs contact:

H. Joyce Vuyk
c/o Utah Congress of Parents and Teachers
1037 East South Temple
Salt Lake City, Utah 84102
Phone: 359-3875

SCHOOLS GREET NEW KIDS



These charming "kids" are puppets designed to help students become aware of the feelings, concerns and special needs of handicapped people. The puppets were purchased by the Pupil Services Department of the Salt Lake School District and are being trouped to schools in the district by volunteers. They are part of a national corporation known as "Kids on the Block, Inc." from Alexandria, Virginia.

The puppeteers, dressed in black, use a Japanese style of puppetry known as Banruku, to present the puppets in a variety of skits on blindness, mental retardation, cerebral palsy, deafness and learning disabilities.

Teachers are also given materials and idea sheets that will help them prepare additional classroom activities.

Mandy, who is deaf, teaches the children how to "sign." Renaldo, who is blind, tells students how he uses his white cane and his other senses to better understand his world. Jennifer, a child with a learning disability,

tells how she is different from Ellen Jane, who is retarded. Ellen Jane works in an animal hospital and shows children how much retarded people can really do. Mark, a favorite of student audiences, loves to play checkers and to "pop wheelies" even though cerebral palsy has confined him to a wheelchair. Brenda and Melody act as regular kids who ask the other puppets many of the things all of us would like to know but feel too polite to ask.

The Salt Lake Volunteer program has been selected as one of six sites nationally to develop programs that pair volunteers with handicapped students. This year, plans are being made to provide training for teachers and volunteers on how to work more effectively with handicapped students. Special emphasis will be placed on how to work with students who have been "mainstreamed" into the regular school setting. In addition, a statewide workshop demonstrating programs that use volunteers with handicapped students was given in February, 1981.

If you would like to become a part of this worthwhile program either as a classroom volunteer or as a puppeteer, you are urgently needed. Call the district volunteer office for more information.

Contact Person:

Varena Morey
Coordinator Puppet Programs
Salt Lake City School Volunteer Program
Telephone: 322-1471

This handicapped man, Bill Massey, could have benefitted by growing up in a society more sensitive to handicapped people. That sensitivity must be taught while we are young, or it may never be learned.

THE CHAMBER OF COMMERCE'S INVOLVEMENT WITH THE COMMUNITY

The Salt Lake Area Chamber of Commerce is involved in many projects which impact upon the community and our educational system. Some of these projects are on-going and others are developed to meet immediate needs.

The first area of Chamber involvement concerns economic growth. For many years, Salt Lake City and Utah were not considered as very desirable industrial or plant site locations. However, in the past few years this picture has changed dramatically. Utah used to be ranked 47th out of 50 in a U.S. plant site location survey. In 1980, the same survey ranked Utah as number 1 for "business climate" and "plant site" potential.

Recently, several national companies have chosen Salt Lake City as the site for their national headquarters. Many of these companies were attracted to the Salt Lake area by the Chamber of Commerce.

The Chamber is very active in meeting with companies who are considering a change in their headquarters, a plant site re-location, or a site to develop new industry. The Chamber has an on-going program of industrial promotion.

A second project of community and educational importance is our yearly Free Enterprise Seminar for high school students. For the past two years, the Chamber has been the sponsor of a "Gathering of Utah's High School Greats" in St. George, Utah. The purpose of this gathering has been to educate our young people about the advantages of our private enterprise system. Two students from each of the 92 state high schools were invited to attend the three day seminar. Instructors at the seminar were top business and educational leaders from throughout the state.

Students had the opportunity to learn about the various aspects of our free enterprise system from some of the most knowledgeable leaders in business.

Also, students were able to meet informally with top business leaders in an informal social and recreational setting. This gave the students a chance to really get to know the business greats of our state.

In 1981, our Free Enterprise Seminar will be expanded to a week-long program called "Utah Business Week". Utah Business Week will be held in Logan on July 26-31 at Utah State University and students will be given full tuition attendance scholarships. The business community will provide an all expense paid week for approximately 200 students and 36 teachers. At the seminar students will be able to learn the basic concepts of our private enterprise system through some very practical hands-on learning experiences.

Another major Chamber project of interest to the general public is our SOC (Stamp Out Crime) rally. Last year, the Women's Council of the Chamber sponsored this crime prevention rally in the Salt Palace.

Over 3,000 people attended the rally. At the rally citizens were alerted to the most serious types of crimes committed in Salt Lake City. Also, they were given helpful hints about crime prevention.

This program has been an on-going one for the Chamber. During the year, the Women's Council members have been taking the crime prevention message to the elementary and secondary schools in the Salt Lake Valley. They have donated many man hours to the prevention of crime.

A final aspect of the Chamber's involvement with the community is the cowntown improvement push. The Chamber is vitally concerned with the development of downtown Salt Lake City. Our City is rather unique among American cities, and the Chamber is working to maintain that positive image.

Many new and exciting developments have been proposed through the Chamber's Downtown Improvement Committee. These developments range from a master plan for office and commercial building to parks, planter boxes, trees, etc.

All aspects of our downtown business and social life are being studied so that we will be able to maintain a beautiful image-not only for our citizens but for our many visitors as well.

CONTACT PERSON:

Bill Sanders
Director of Communications
Salt Lake Area Chamber of Commerce
19 East Second South
Salt Lake City, Utah 84111
364-3631

ASSISTANCE LEAGUE OF SALT LAKE CITY

LIVING HISTORIANS PROGRAM

A new world of history, travel, experience and knowledge can be provided students in all classes ranging from first through twelfth grades. We are opening new frontiers that set the minds and imaginations of our children to work as they learn of the past and present, about things not normally included in the regular curriculum. Experiences and happenings that have enriched the lives of senior citizens and others add greatly to the fullness of the student's life.

As we view our ever-changing society it is obvious that many of the older values are being pressed into the background to make way for newer but not always better ones. Communications and distances have been reduced so drastically that events in distant lands are transmitted to all points on earth within minutes of their occurrence. Rapid transportation has made it possible to bring a wide variety of events and entertainment into our towns and cities. Television programming, both bad and good, has captured thousands of student hours. All of this new and exciting world of entertainment and knowledge is not to be discouraged. However, there is another avenue of learning that is not always possible to cover in textbooks. It is the personal experience of many people from all walks of life who have traveled extensively and played a major role in the development of our towns and cities throughout America. Through the lives and experiences of this group of willing citizens we are able to "show and tell" the student first hand much of what has been basic in forming his country as well as the kind of moral fiber with which it has been formed.

In reviewing the curriculum at all grade levels it seemed obvious that while educators are doing a fine job of preparing the willing student for society, perhaps another element could be added. Whether this program enriches the social studies or serves as a catalyst to develop greater understandings and a new perspective on life, it leaves permanent impressions on the student. In addition to general book knowledge it seemed that a touch of reality tying their knowledge to actual experiences both past and present could be beneficial and perhaps help add a sound understanding of the various subjects. The "Living Historians" program, we believe, helps this phase of a student's education in three ways. First, he gains a first hand insight into a variety of elements that make up the world that surrounds him. Second, it provides an opportunity for him to reach out and touch reality from the past, thereby helping him to better understand his textbook material. Third, it provides fuel for stimulating the imagination and thought processes in the various fields covered by the broad range of speakers.

It is with this background that the Assistance League of Salt Lake City, Utah, developed the program in October of 1981, and established guidelines to assure a well organized approach; an approach that could be easily inserted into the schools' regular schedules with a very minimal time required of the teaching staff. Assistance League members make all preliminary arrangements with school coordinators, teachers and speakers.

The initial objective was to have one program each month. It was the consensus that this would provide experience for expanding as the need arose: However, the program was so well received by both the teaching staff and students that it was necessary to raise our sights substantially and provide for a much larger program than previously anticipated. Through March of this year, we will have had a total of 69 programs in 15 different schools covering 17 categories with 31 speakers participating.

Student participation and attention has been excellent. Many letters to the speakers from the students have encouraged them to look forward with eager anticipation for another invitation to speak. Comments from speakers have been both interesting and rewarding; i.e., "A man is never so tall as when he stoops to help a child" or "If I can save just one from getting behind bars I'll be happy." The interest displayed by the students tells us that much of the seed that is sown grows immediately. Many of their questions, especially in certain categories, reflect a deep thinking that goes beyond today.

This is a double duty program in that it not only serves the teachers and students but it also brings new interest and meaning into the lives of the speakers who in many cases are retired.

The program can be implemented by developing a rapport with the school coordinators. It requires the program coordinator to select and contact a wide range of speakers who are willing and dependable. It is helpful to have a member of the organization act as hostess at each program to introduce the speaker and evaluate the results. Program scheduling well in advance is a must with close follow-up a day or two prior to the actual program to assure complete success. Costs have been minimal--time is the major requirement.

The many advantages of the program have been explained in the earlier part of this report. To this point we have found no major disadvantages. The major ingredient in our program has been good planning and organization.

H. Maurine Gohlinghorst
Assistance League
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Salt Lake City, UT 84103
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First-hand tales from those who've been there

Yesterdays brought to life for S.L. pupils

By Rose Mary Pedersen Budge
Deseret News staff writer

Willard W. Porter has more fun than a kid on Christmas morning playing his musical saw, harmonica, ukulele and cowbells in the classroom.

The senior citizen, whose memories date back to the turn of the century, also gets a kick out of reading his autobiography to wide-eyed school children — a book that's crammed full of rip-snortin' wild west adventures.

"They called me Billy Worry Wart when I was a boy," reminisces Willard, who grew up in the little frontier town of Grayston in Southern Utah; rode a pony named Peanuts and, on repeated occasions, almost lost his scalp.

Catherine H. Thompson tells children about her travels in China.

"I used to go to class in a one-room schoolhouse; I worked on a threshing machine for days to earn a few sacks of wheat. I worried about everything — mostly about when those Indians would show up!

Things are a lot easier for young'uns now. But I still miss those great old times. Yes, siree, I sure do."

To make sure members of the younger generation won't miss out on those golden olden days completely, members of the Assistance League of Salt Lake City launched a special program last fall called "Living Historians." The program is designed to make colorful yesterdays live once again for today's school children.

Living Historians provides speakers to go into elementary and secondary schools, lecture and lead discussions on a variety of subjects.

Many of those who lecture are senior citizens who have actually experienced the history they're recounting. Others have fascinating professions or hobbies or talents that make for thought provoking classroom sessions. Still others have traveled widely or have been an active part of the political scene. And, according to Maurine Gohlinghorst, Living Historians project chairman, the list of speakers and subjects is growing in length and diversity daily.

Mrs. Gohlinghorst and her co-chairman Madelyn Mash are understandably excited about the way the program has been received in the community. From the time it was initiated, in fact, teachers and principals have been enthusiastic and cooperative.

Kids seem to like the idea, too. It's a real joy to watch their eyes grow wide as they gaze at a lapidary expert who's polishing rocks or a world traveler who's showing slides of the China Wall.

"Text books are fine and necessary," the league project chairman points out. "But our program can bring an exciting immediacy into the schoolroom that the printed page simply cannot match. It's an excellent educational supplement."

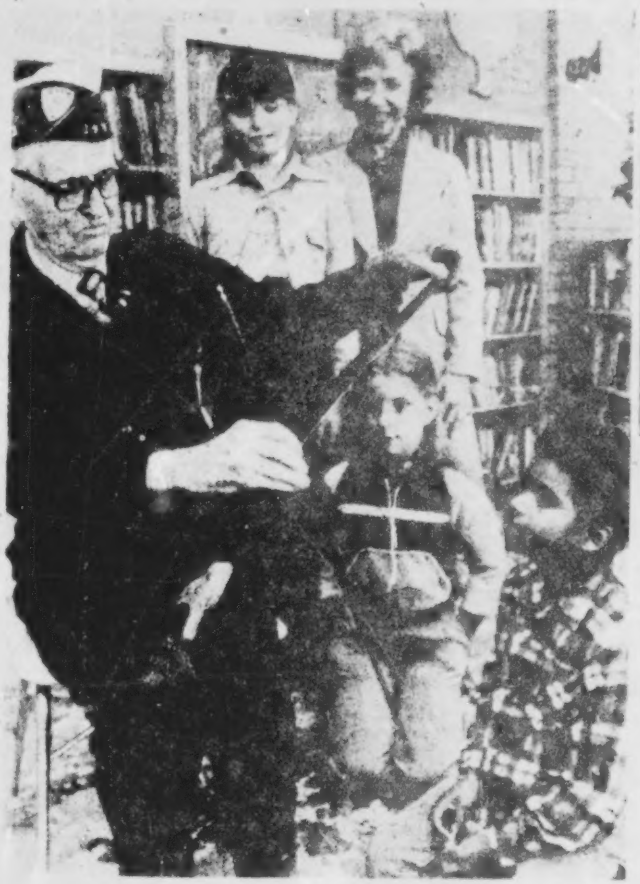
Since Mrs. Gohlinghorst and Mrs. Mash first sent out letters trying to interest principals in Living Historians, they've received an education themselves. And so have other group members who have been involved with the program in any way. (The project falls under the auspices of Helen Diumenti's Bookbank Committee in the league.)

"A league representative goes into the classroom whenever a Living Historian speaks," explains the project chairman. "It's the league member's responsibility to introduce the speaker, meet the teacher, listen in on the discussion. It's fun . . . and sometimes it's inspirational."

The fun comes in when somebody, such as Willard Porter, relates his wild west adventures and plays his many musical instruments. Or when Charles Moody talks about being a butler for Vanderbilts and Whitneys and the crown heads of Europe. Or when Clifford Savage shows the youngsters how to make an ordinary pebble shine like a precious gem.

Inspiration comes in when somebody such as Warren J. Oestreicher, owner of a local alarm company, tells the kids how he grew up in the rough, tough slums of Brooklyn, — yet, through sheer determination, managed to succeed in business.

"We had to walk up five stories to our flat. We didn't own a car. We didn't have a radio in the family until I was five. But we had goals. That's what young people today need — goals. Without them, nothing is accomplished. With them, everything is possible in this "great country of ours. Books are important, too. Appreciate them. Use them. Read! Read! Read!"



Inspiration also comes in when somebody such as Elmer Knowles, chaplain at the Utah State Prison, advises the kids to stay in school, stay off drugs and avoid the road that leads to crime.

And inspiration comes when somebody such as Catherine H. Thompson, counselor at a local travel agency, relates the exciting adventures she has had journeying to far-flung corners of the globe. (Most recently, Mrs. Thompson has been going into the classroom and discussing the history, people and customs of China, a country she has visited three times.)

Many of the people who now are speakers with Living Historians are friends or acquaintences of league members. All seem to be enjoying their contact with young people and their chance to talk about their experiences. All seem to like the idea of being involved in community service.

Warren J. Oestreicher rose from Brooklyn slums to become a successful businessman.

Watching "Living Historian," Willard W. Porter make music on his magic saw at Lowell School are Rosemary Lloyd, Maurine Gohlinghorst (of the Assistance League), Jennie Longerich and Travis Glasker.

Indeed, community service is what the Assistance League of Salt Lake is all about and the concept on which the organization was founded.

Starting out as a guild in 1973, the local group received its charter and league status in 1977. Since that time, a variety of projects have been undertaken including Operation School Bell, a blood pressure clinic, Tables Extraordinaire, self-breast examination instruction, Health Fair, opera auditions, calendar, the Christmas Boutique.

"The group doesn't want to be one of those social clubs that spends its time having te luncheons," Mrs. Gohlinghorst explain members constantly are looking for ne in which they can assist the people of and make their lives healthier, ha more fulfilling."

65 54 66

PUT LIFE IN YOUR CLASSROOM

Newspapers bring life to the classroom.

I discovered just that while teaching English at Brighton High School, Salt Lake City. I first used newspapers in journalism classes to encourage students to model their writing after that of professional writers. Then I noticed students in other classes were picking up the papers and reading--reading without being told.

So I started using papers to teach reading, writing and grammar. The students practiced comprehension and critical reading skills with news articles. Vocabulary and spelling lists were developed from the newspaper by the students. They wrote summaries of articles, wrote letters to the editor and produced a class newspaper.

We used old newspapers as a grammar workbook. For example, to review proper nouns, I had the students circle examples in the newspaper. They picked articles that interested them and learning became almost fun. (Plus I didn't have to duplicate sentences for the drills.)

And they were learning a lot more than just language arts. As they encouraged each other to read various articles and to look at certain ads, they expanded their interests, became concerned about the issues of the day and learned a great deal about the here and now--material not available in most textbooks.

But, of course, using the newspaper--a textbook that changes every day--wasn't easy. The preparation was very time consuming. I began to wonder if a newspaper would be interested in developing a program of educational services that would include curriculum development and teacher training.

The Deseret News was and the Deseret News for Youth program was born.

Curriculum

To help teachers use newspapers, the Deseret News provides a teaching guide for Wednesday's paper. This aid includes specific questions on articles in Wednesday's paper, timely worksheets and a current events quiz. Material can be easily duplicated. In Salt Lake Valley the weekly aid is delivered by courier between noon and 3 p.m. Wednesday. Other teachers receive the aid in the mail, usually on Thursday. This weekly aid is free to teachers using newspapers.

Curriculum guides are also available. "Make It Relevant" has over 125 ideas for using newspapers in kindergarten through fourth grade.

For teachers in intermediate grades a series of three books gives suggestions for teaching language arts, social studies, and math/science with newspapers.

"The Newspaper as an Effective Teaching Tool," "Workable Ideas for Career Education" and "The Newspaper in American History" were prepared with the secondary teacher in mind.

Teachers at all grade levels are finding "Understanding the Newspaper" and the Deseret News historical front page series useful.

These curriculum materials are free to teachers using newspapers. The bulk rate for newspapers delivered to schools is 9¢. Educators can save $1 each month on their home delivered subscription of the Deseret News by subscribing through the Deseret News for Youth program.

Teacher training

In-service workshops are also available through the Deseret News for Youth program.

Seminars have been presented for Salt Lake City; Jordan and Granite Districts; the State Department of Education; and organizations like the Utah Council for the International Reading Association, Utah Council of English Teachers and Community Educators. Several workshops have also been done at the school level.

Other

A 20-minute film, "The World at Your Doorstep," is also available for school use (237-2135). Plus student tours for fifth graders and older are given several days each week.

The newest service is a "field trip in the school." With budget cuts forcing districts to eliminate many field trips, the Deseret News is going to schools and showing students how a newspaper is produced.

For more information about the educational services provided by the Deseret News, contact Sally Archer, Educational Coordinator, (801) 237-2140, Deseret News, P.O. Box 1257, Salt Lake City, UT 84110.

Sally Archer
Educational Coordinator
Deseret News

Jon Sorensen of Mountview Elementary pores over Deseret News in program that can help schools beat high cost of field trips.

Kids take field trip and remain in class

A field trip in which students never leave school is proving a timely idea for many financially strapped school districts.

Since many districts no longer have funds for field trips, the Deseret News for Youth program has stepped in to fill the gap.

Deseret News educational coordinator Sally Archer has been visiting schools' working directly with students to explain the newspaper production process.

"I try to make them as comfortable with the newspaper as they are with their television set," said Ms. Archer.

The program is available to all grade levels and is tailored to meet the needs of each school. The only requirement is that each child have a current issue of the Deseret News.

Students are encouraged to ask questions, which often show surprising grasp of mediaissues. One student at a recent session asked whether, if she paid the money for an advertisement, could she print anything she wanted in the newspaper? Ms. Archer explained that there are some things newspapers just can't print.

Other questions have included: Where do you get all the news? Why does the ink come off on my hands? How do you print pictures How many papers can you print in an hour? What happens when the power goes off?

Students also show a great deal of interest in the computer aspects of printing the newspaper, said Ms Archer.

Students receive prizes such as Deseret News T-shirts and a series of historic front pages.

**HELLO! I'M SCOTTY,
THE SAFETY SCARECROW**

Have you met Scotty?

Statistics show that accidents are the major cause of death and injury among the youth of our nation. These accidents can and must be reduced, as they entail the loss of financial and human resources that are irreplaceable.

If we believe that the fundamental purpose of education is to help prepare a student to successfully cope with the complexities of daily living, then safety education as part of the curriculum is a clearly defined necessity.

When considering safety education programs, we must look at the areas where the greatest concern lies with regard to the welfare of our nation's youth. According to the National Safety Council, from age one to age forty-four, the leading cause of death and personal injury is the motor vehicle. Therefore, it would seem obvious that all safety programs K-12 should be oriented toward traffic safety.

Many questions are being raised as to how successful driver education programs are truly developing good drivers, thus decreasing highway fatalities. We cannot, and should not, keep taking the approach that youngsters can be educated in the complexities of our traffic problem through a single "thirty-and-six" driver education program. To accomplish the task of developing safe and efficient motoring citizens, we must consider and implement a comprehensive K-12 safety education program, of which traffic safety and driver education become an integral part. We need to initiate this program during our first contact with students, namely, kindergarten or nursery school. Youngsters should be taught the "whys" and wherefores" of accident prevention at that time when it will be ingrained sufficiently to remain with them for an appreciable length of time.

As educators, our commitment should be to a total traffic safety education concept. This would necessitate implementing programs on the elementary level dealing with topics such as school patrol, bicycle safety, pedestrian safety, school bus safety, and other related areas. The junior high program could expand on the concepts learned on the elementary level, plus including those appropriate traffic safety materials in the science, math, and social studies curricula. The secondary program would then be a culmination of these learnings in a comprehensive driver education program that has a solid foundation. If this can be accomplished, then safety education will be meaningful to students, and safety will hopefully become a way of life.

To bring about the realization of this concept the Utah State Board of Education has recently released a complete instructional program in pedestrian, bicycle, and school bus safety for elementary schools, grades K-6.

The instructional programs consist of the following materials:

1. A Course of Study for Elementary Schools in Utah.
2. Resource File - Pedestrian Safety K-3.
3. Resource File - Pedestrian Safety 4-6.
4. Resource File - School Bus Safety K-6.
5. Resource File - Bicycle Safety K-6.
6. Scotty Scarecrow Safety Song.
7. Scotty Scarecrow cassette tape and filmstrip.
8. Scotty Scarecrow Safety Posters.
9. 16mm School Bus Film - "Wrong Way Riders."

Scotty,The Safety Scarecrow has been enlisted to assist in the teaching of safety to elementary children. He is a colorful mascot who someday may be as well known as "Smokey the Bear." He teaches songs, stories, rhymes and games pertaining to pedestrian, bicycle and school bus safety. If you haven't met him yet, you will!

Scotty the scarecrow is our friend,
He helps us to be safe each day,
We will do the things he says
at school, at home, at play.

Scotty's clothes are safety colored,
His hat is red, his face is yellow,
His coat is green, his pants are blue,
He's quite a jolly fellow.

"What Can Be Done on Local Level"

1. Scotty Scarecrow Patterns.

   Local schools and districts may consider making and having available their own "Scotty Scarecrow" costume.

2. Scotty Scarecrow Iron-on patches.

3. Safety Week.

   A. Parent walk-a-thon

      1. Teach safest route to and from school.
      2. Teach children to be a safer pedestrian.

   B. Scotty safety poster contest.

4. Bicycle Road-eo.

5. Encourage schools to utilize Scotty Safety program.

6. State PTA has copies of complete Scotty Safety program. These materials are available to everyone.

Contact Person:
Darrell H. Josie, Specialist
Driver Education Safety
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111
Telephone: 533-5572

LEARNING BY DOING
AT THE
UTAH MUSEUM OF NATURAL HISTORY

The Utah Museum of Natural History through its Junior Science Academy offers a variety of classes in natural history to young people. The Junior Science Academy has a three pronged program that includes weekday, Saturday and summer sessions for students in grades four through nine. The program is unique in its ability to offer to its junior scientists all the resources of both the Museum and the University - the artifacts, the mineral and fossil collections, the laboratories, the professional scientists. Also unique is the Junior Science Academy's incorporation of the fields of anthropology, geology, and biology into a single intradisciplinary program - thus offering a single comprehensive learning experience to its students.

But, perhaps the most novel and important facet of the Junior Science Academy is its emphasis on "learning by doing."

The students excavate ruins (both actual and model), grind corn, tan hides, hold potlatches, examine and use actual artifacts. They employ stream tables to learn how streams and rivers are formed, conduct their own tests with available kits to identify fossils, minerals and sedimentary rocks. They learn to identify plants and animals encountered on field trips - Mormon tea, round leaf buffalo berry, prickly pear cactus, sage brush, lizards, black ravens, morning doves. They grow their own cultures in petri dishes; they type their own blood, test for color blindness, work with fruit flies -- the list is long.

Perhaps the single most important factor in the success of the Junior Science Academy program is the premise that what the children take away in actual knowledge is not as important as the opening of new areas of knowledge to them. Active participation stimulates the interest of the children enormously and the end result so far has been a group of amazingly receptive students.

Fourth graders are involved in three-week classes during the school year, with volunteers providing instruction and laboratory work in each of the three areas: geology, anthropology and biology.

Classes for gifted and highly motivated children are offered as an afterschool activity, and are taught by professionals in the three areas.

On Saturdays throughout the year, six-week classes for fifth through ninth graders may be held in one or another of the three fields of geology, anthropology or biology with professional instructors in their fields.

Finally, each summer, students in grades four through nine (some third graders are admitted on an individual basis) are offered a course in the same areas -- a course which includes several half-day, full-day and overnight field trips. Two-week classes for second and third graders are conducted in the Museum.

In each program the goal is total immersion of the students in the learning process through field trips and laboratory experience. The success of each is testified to by the long waiting lists. If each of our students comes away from Junior Science Academy with an added awareness of the differences in cultures, of the environment, and of the earth itself, we feel we have achieved a worthwhile educational goal.

Frances Minton,
Curator of Education
Utah Museum of Natural History
Salt Lake City, Utah 84112

UTAH MUSEUM OF FINE ARTS
EDUCATIONAL AND OUTREACH PROGRAMS

Established by the Utah State Legislature in 1899, the Utah Museum of Fine Arts is the primary visual resource in the state. Its collections are unique and varied, encompassing many styles and periods of art. The Museum is located on the campus of the University of Utah, Salt Lake City.

A variety of educational programs have been developed over the past few years that aid the museum staff in presenting the collections to the public in a meaningful way. Most of these outreach programs are carried out by well-trained volunteers, under staff supervision. The Museum itself is reasonably available to residents of the Salt Lake Valley, but transportation for Senior Citizens and school children is often restricted. Citizens living in distant parts of the state often cannot come to the Museum at all. Most of the educational programs are designed to reach out to those unable to visit the facility in person. The services of the Museum are available free of charge to the public of Utah.

Statewide programs:

1. Traveling Exhibits. Fifteen traveling exhibits from the Museum's collections are available to public libraries, non-profit galleries, and public schools anywhere in Utah. In conjunction with the Utah Arts Council, exhibits are scheduled, delivered, hung, and picked up. These exhibits may be used as the basis for community education, a PTA evening, or visited by community organizations. Information is available through the Utah Arts Council, Salt Lake City, 533-5757.

2. Slide programs with taped information will be available in the future for use with various groups in schools and the community. These are being produced now.

Regional programs (Salt Lake Valley):

1. Tours of the Museum. Free to any group, trained guides (docents) will conduct tours, and are able to focus on specific topics of interest to that group. Reservations should be made two weeks in advance, if possible, by calling the Museum.

2. Museum in the Classroom. A new program offers in-classroom presentations by volunteer docents trained for this purpose. Presentations on Africa, the Orient, Egypt, Greece, and Pre-Columbian cultures are available, using art objects from the Museum collections and slides of related art. This program is limited at present to a few volunteers, and is in great demand. Reservations must be made well in advance by calling the Museum.

3. Teacher Resource Center. Over 100 objects, prints, and paintings from the Museum's collections are boxed and framed for use in schools, or other group presentations. Educational and historical materials are available with most of these objects.

Teachers and church groups use these in conjunction with humanities, English, history, and art classes. Objects must be picked up at the Museum and returned within one week.

4. Slide sets and filmstrips, with cassettes. A series of slide presentations for the classroom, to introduce various aspects of the Museum collections is now being produced. These will relate either to the school curriculum, or to some topical aspect of art and will be directed to specific grade levels. They may be used alone, or as preparation for a visit to the Museum, and will be loaned by the Museum Education department.

5. Senior Citizens visits. A grant from the Salt Lake Arts Council has made it possible for residents of nursing homes in Salt Lake City to be transported by chartered bus to the Museum for a guided tour and refreshments. The Museum is assisted in planning these visits by the State Division of the Aging. All nursing homes are eligible for this service, free of charge.

   A volunteer may also bring museum objects and slides to Senior Citizens Centers or community groups in the Salt Lake area, by appointment. This service is available on a limited basis.

6. Poetry Reading in the Museum. The Utah Arts Council supports a series of poetry readings through the year, featuring local and nationally known poets reading their own works.

7. Docent Training Program. The Museum, through the Division of Continuing Education, provides art history background, focusing on the collections of the Museum for those wishing to serve as volunteer docents in, or out, of the Museum. Anyone wishing to enter this program may contact Sue McCoy, 581-3580. Tour techniques, classroom techniques, and specialization in areas of interest are offered.

Contact: Sue McCoy
Curator of Educational Services
Utah Museum of Fine Arts
101 AAC, University of Utah
Salt Lake City, Utah 84112
Phone: 581-7332

A NEW APPROACH TO CRIME PREVENTION
BUILDING A POSITIVE IMAGE FOR LAW ENFORCEMENT

What is the Model Program?

The program consists of seven puppets, one for each grade level from kindergarten to sixth grade; each comes with a recorded script, program outline, and teaching aids. The programs range from seven to thirty minutes each and are accompanied by lecture material, detailed instructions and suggestions for the conducting officer and a stage curtain.

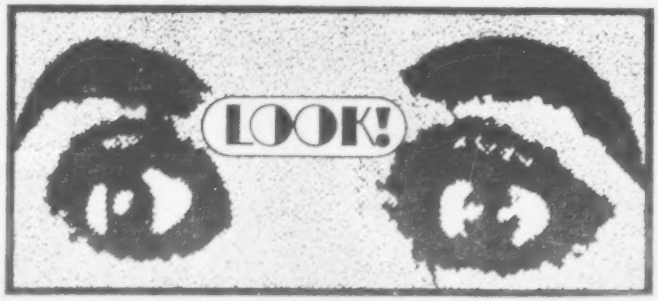
A "building block" philosophy is reflected in the lesson plans for each level. The kindergarten and first graders are initiated with personal safety and traffic safety rules. Second graders learn how to deal with emergency situations like a fire, household accident, or what to do if they are lost. Third graders are instructed in basic bicycle, roller skate, and skateboard safety. Fourth graders are introduced to the dangers of vandalism and shoplifting. Fifth graders are briefed on the perils of drug, alcohol, and tobacco abuse. Sixth graders are warned about hitchhiking and are introduced to the Juvenile Justice System.

Uniformed officers present the program. They start with questions about a particular topic, i.e., "Watch Out For Traffic". They get responses from the children and then present the puppet show on the same topic. Then questions are asked to see what the children learned and they repeat the advice the puppet gave.

Why the Program?

Our needs assessment showed a high interest for educating the community on crime prevention. Input received from authorities on crime prevention all led to the fact that we needed to start with our children when they are very young. Teaching them better attitudes towards not only the police authority, but teacher and parental authority has many advantages, for it all goes hand in hand. From there we hope this influence will carry over into their teen years. By the time a child has committed his first offense, it is almost too late to change their attitudes. In fact, by the time they are seven or eight, their attitudes toward authority are already established. We hope to make those attitudes lean more toward the positive side.

Our community council heard of this program through the Police Products News magazine. After many meetings with the Police Department, School districts, other Community Councils, and communicating with the San Diego, California Sheriffs Department and Puppet Productions, Inc., we decided this was a program we would like to initiate.



When & Where did the Program originate?

The program was developed fully in August 1980 as a joint effort between Christine Metzler of the San Diego Sheriffs Department and Puppet Productions, Inc. Initially, two years ago, only the kindergarten program was put together. That program came in response to an attack against the daughter of Bill Hanes, the president of Puppet Productions, Inc.

Our objectives are to build a positive image for law enforcement, to instill in our children a sense of self-worth, and to let them know that people do care about what happens to them. We have just started the program in Ogden through the school district and have had some positive feedback. As the program grows and is carried on from grade to grade, we hope to see a decrease in juvenile crime and crimes against children.

Getting the program started depends greatly on a group of people (whether it be community groups, school districts, law enforcement agencies, etc.) interested in getting it started and then carrying it through over the years. In our particular case, community members and the Police Department are working together to implement the program. Puppet Productions, Inc., has done a great job putting the package together. The initial cost is about $500.00 for the equipment as mentioned in the first part of this article. Some other items we found to be useful include trucks (2), to keep the puppets in, and a tape recorder which adds to the cost.

At this point in time, Ogden's ten Community Improvement Councils (CICS) are being funded in part by the Charles Stewart Mott Foundation. This program met the guidelines established by the Mott Foundation for eligible expenditures so all ten of the CICS wrote proposals to help fund the project. Officer Ann Grotegut of the Ogden Police Department Special Services is scheduling appearances through the schools, for Officer Ollie (Chief puppet) and his friends to meet the children in each of the areas where the CICS are located. Then they will move on to other areas.

For more information and/or ordering, contact:

Puppet Productions, Inc.
P. O. Box 82008
San Diego, California 92138

Training and workshops are being included in their marketing plans.

The advantages of the program are unique. As Bill Hawes stated, in an article in the Police Products News magazine, "You have to sell the children on any lesson or message. The puppets get the kid's attention and make a strong point without offending them. The puppet characters are not over-powering, and they take on a role that the kids can relate to in a positive way. The fact that a uniformed police officer is involved, transfers this good feeling to the officers' image. The program is novel, entertaining, fun, and the kids remember the message a lot longer."

Studies indicate that traditional lectures result in an information retention rate of between ten and forty percent. Officer Metzler, of San Diego, believes this program will result in a seventy to eighty percent retention.

After the presentation, the printed material is to be taken home so the parents can see what their children are being exposed to. The teachers are also asked to follow up to help the children recall what they have learned. It is crucial that they digest the material and apply it to their daily lives.

Officer Metzler said, "Children today are amazingly worldly. They will not accept much on face value. They must be convinced that what they are learning has merit and worth. You cannot preach to them and expect any results. The underlying theme of this program is to stress the importance of respect for both the individuals and the law."

In Ogden, Officer Loring Draper, a member of the CIC sponsoring the program, volunteered to help with the puppets. "I thought it was a good program for the kids, and it gets me involved in the community in different ways than I have been. It's a different way to work with the public, with more positive effects for both me and the kids", he said.

As you can see, the children are not the only ones benefiting from this program. We feel it will be good for all those exposed to this interesting way of approaching crime prevention.

The only disadvantage we see for this program is that the adults who run the program may some day discontinue it. From a crime prevention standpoint, Officer Metzler is adamant in her support. "We in law enforcement are becoming increasingly aware of the value of stopping crime before it happens, especially crimes on the juvenile level. I am not talking about ghetto kids. I'm talking about the staggering increase in crime among the children of the middle and upper class. Unless we do something with the very young, and follow up on a regular basis, we will see that things can and will get worse."

Brenda Draper
Bonneville Community Improvement Council
490 Gramercy
Ogden, Utah 84404 394-0494

LONG RANGE PROBLEMS/PLANS CONCERNING
THE USE OF COMPUTER TECHNOLOGY IN EDUCATION

Recently, the need to carefully, yet aggressively, evaluate the impact, both long and short range, of the new and dramatic technological advances being announced by the manufacturers of computer equipment has come to the fore. These advances have begun to impact the whole of society in dramatic ways exemplified by the space program and the spectacular adventures of Voyager I and II, which have provided during the past year more information about Jupiter than was known from the beginning of human history. The impact of this technology upon education will be no less spectacular nor important.

During the past five years, the development of micro-computers and subsequent reduction in the costs of production of this technology has caused a wide-spread explosion of the use of these devices in both the school and the home. Utah has begun to feel the effect of this explosion to the extent that most of the major high schools, some of the junior highs, and even some elementary schools have such devices now in use, with many more in the process of, or making plans to acquire them. The many and varied areas in which the devices are now being utilized are significant. Information regarding the details of new applications being implemented in the schools is brought to our attention almost weekly. It is obvious that the vision of what the devices might do for the educational process is expanding rapidly. The following is an indicative list of the uses to which the technology has been applied:

1. The teaching of computer science concepts i.e., language, logic, programming, etc.
2. Limited problem solving in mathematics and science.
3. Game playing and simulations.
4. Presentation of curriculum in the Computer Assisted Instruction mode (CAI).
5. Management of student progress (CMI).
6. Some administrative support functions
   a. Attendance
   b. School fund accounting
   c. Basketball team statistics

George Brown
"Me, You, and a Computer
Named Blue"

The effect of the "explosion" has begun to reach many areas of the curriculum (i.e. math, business, English, reading, physics, chemistry, biology, etc.). 69

This situation has many facets and is complicated by the diversity of the technology, the existing uses to which it has been put, and the projected capabilities which are just now being defined.

The diversity question is exemplified by the small "Apple II", "Commodore Pet" and "Radio Shack" devices which retain in the range of $700 to $1,000 and which are being purchased by schools and districts for use in the classroom; and by the implications of the recent IBM, and others, announcements which may allow for the establishment of an extensive, broadbased and very powerful educational network. It is the very nature of this level of diversity that brings to the fore the critical need to provide well-conceived, dynamic leadership to address this situation. It should additionally be noted that this diversity is also the reason why the timing is so advantageous. Costs and availability have been converged so as to now make practical the implementation of various and far-reaching systems which will significantly impact the educational and instructional processes. It should be noted that these factors will, in the opinion of some have significant impact with or without our (the Agency's) leadership; and, so that the criticality of the moment might be dramatized, it (the impact) has already begun.

During the past decade the focus of the efforts to utilize computer technology in education has been in the area of administrative applications and has not ventured extensively into the areas which will have the greatest impact on kids--that of assisting the teacher manage the process of individualizing instruction and the challenge of actually applying the technology to the areas of the instructional process where proven feasible, practical, economical and appropriate. There are challenges left in the administrative areas which will aid and assist the total educational process; however, the greatest advances will be made as the areas of the management of the individualized environment and the use of the technology in the instructional process are implemented.

The questions regarding the need for leadership become insistent as an examination of the ramifications and consequences of these developments is undertaken. They range all the way from curriculum development to assisting the handicapped in new and creative ways--from economics to very costly toys--from competency to accountability--and from total lack of acceptance to taking advantage of this facility about which it has been said by some, "may very well be the most significant event since the development of the printing press."

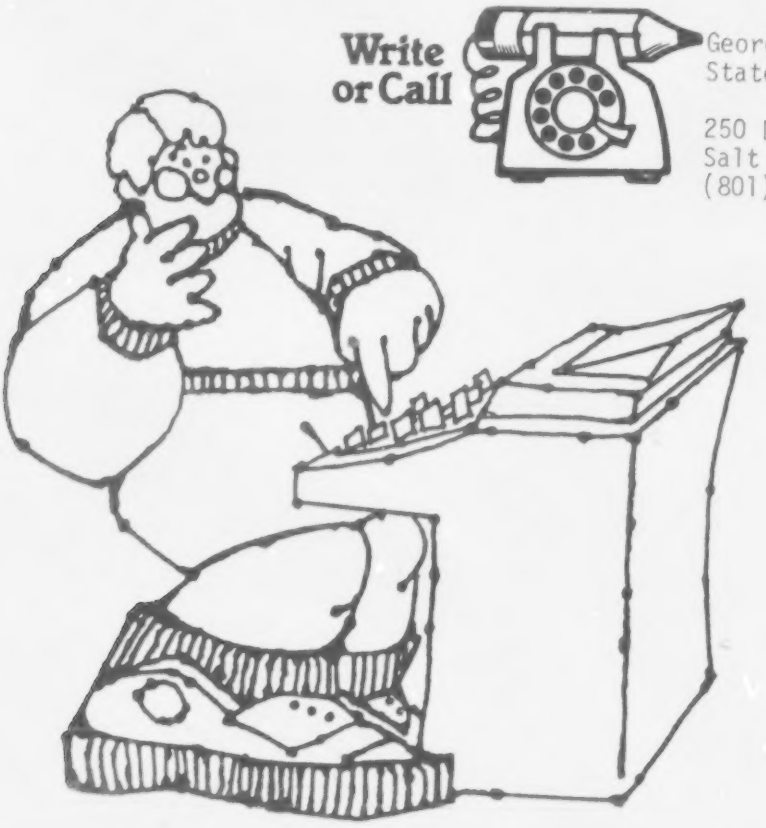
It is true that within a few years most homes will have the facility to communicate via existing or developing electronic networks (i.e., telephone, cable t.v., satelites, etc.) with great sources of information. It seems incumbent upon those charged with the education of the society to seize this opportunity to provide the statutory leadership which will be necessary to harness and utilize this new technology to the optimum benefit of all. If we wait and the opportunity which now exists "gets away," we may never "catch up" with it again.

The fact that there exists a significant level of reticence upon the part of many to embrace the notion of implementing technology to solve educational problems is completely understandable. There have been "glowing promises" in the past regarding other "cure alls" such as educational t.v., teaching machines and even the early data processing oriented attempts. None have yet proven themselves to be equal to the promises made.

It should be noted, however, that we have reached a significant crossroads where the projected costs of the present delivery system are rising so rapidly so as to outstrip the resources to fund them. Additionally, the quality/accountability questions are just beginning to come to the fore. We must address better, innovative, more productive methods which address the issue of rapidly rising costs; and at the same time, improve the quality of the delivery system and therefore the final product.

In summary, many school districts have purchased, or are purchasing mini-computers. They are groping for ways to best utilize these devices, and at present those in the Agency whose areas have been and are being affected by the installation of these devices have not had the resources or time to allow them to provide the focus and leadership which is so needed by the districts.

The time is short, and the potential is so great that the Agency must now begin to focus on the problem.



George Brown
State Office of
Education
250 East 500 South St.
Salt Lake City, UT 84111
(801) 533-5431

'Me, you and a computer named Blue'

YOUR BANK AND YOU
UTAH BANKERS ASSOCIATION

Submitted by Vee Carlisle, Chairwoman, "Your Bank and You," member of Public Relations and Education Committee, Utah Bankers Association.

For the Junior and Senior High Schools of the State of Utah, with the pilot program in the Junior High Schools during the 1980-81 school year, 8-9 grades.

The basics of savings and checking accounts and credit/lending procedures in everyday living.

The reality of everyday money management is presently a critical educational need in this country.

The program was developed by Vee Carlisle, member of the Public Relations and Education Committee, as a project of the Utah Bankers Association, after she initiated a successful pilot program on the Basics of Banking in the Granite School District in 1977 for Tracy-Collins Bank and Trust.

The first week of YOUR BANK AND YOU is a condensation of the Basics of Banking, to which has been added a second week of credit/lending procedures developed by Elva Barnes, Education Specialist and Chairwoman of the Governor's Advisory Committee on Consumer Credit.

The course was completed in 1979, after consultation with educators and after receiving the endorsement of the State Board of Education. Implementation was in the 1980-81 school year.

The two-week, one-hour-a-day course was offered to the junior high schools of the State of Utah initially in math, business, social studies or consumer education classes.

The objectives were to instill a better understanding of the basic services of banking, i.e., savings and checking accounts, the fundamentals of budgeting, and to acquaint students with jobs in banks, how to fill out a job application, the work ethic, and the preliminary training required for bank jobs; in the second week, to understand the role banks play as community money centers for the extension of credit and how that credit is regulated by federal and state agencies, as well as the value of good credit in our "free market" system. We believe these results are being achieved.

The program was implemented by Ann Ashworth, Coordinator, and Pat Christensen, Bank Specialist, specially employed by the Utah Bankers Association for this purpose, under the direction of Vee Carlisle. Materials were printed by UBA for the course. As schools request the course of Mrs. Ashworth, the bank sponsor is contacted by her, who then assigns a Bank Specialist, who in turn is taught by the UBA Bank Specialist, Mrs. Christensen. Preliminary materials are sent to the regular teacher. Teaching materials are supplied to the Bank Specialist, the cost being covered by the Utah Bankers Association. The services of the Bank Specialist are paid by the bank sponsors.

The course has been enthusiastically received and we believe it is effective for the original objectives outlined. The momentum is growing and we believe the 1981-82 school year will double the number of students we reach.

The UBA intends the program to be ongoing and it may be that the Committee will go into the high schools the next go-around, if that is possible. The ideal arrangement is close teaching by the regular teacher and the Bank Specialist - one knowing the art of teaching and the other bank facts.

It is the desire of UBA that they extend a quality course to meet the financial needs of young people and to acquaint them with the role banks play in our lives--that it may serve them well throughout their lives.

Fun Money is the medium of exchange and students must earn the money to qualify to open their checking and savings accounts, in ways outlined for the regular teacher and the Bank Specialist.

The course instructs the student on:

* How to fill out a job application.
* The various kinds of bank jobs, i.e., teller, new accounts representative, auditor, guard, branch manager, lending officer.
* How to open a savings account.
* How to open a checking account.
* How to write a check, balance a checkbook and savings record.
* What is involved in the purchase of a car.
* How to estimate a "family financial plan."

* How to fill out a loan application for a consumer product, i.e., TV, minibike, sewing machine.

* How to compute interest.

* The importance of credit ratings.

* An introduction to loan contracts.

* The identification of consumer credit laws.

* The "Free Market" system.

A theme is assigned to all students on the subject "What is Credit" How Should it be Used?"

PROJECT CONTACTS:

Vee Carlisle, Chairwoman, YOUR BANK AND YOU Tracy-Collins Bank and Trust.	328-3737, Ext. 370
Ann Ashworth, Coordinator, Utah Bankers Association	328-3737, Ext. 672
Pat Christensen, Bank Specialist, Utah Bankers Association	328-3737, Ext. 672

PARTNERSHIP FOR COMMUNITY HEALTH

Decision making about what to eat, how much to exercise, whether to smoke, how much alcohol to drink, whether to wear seatbelts, or whether to drink and drive ultimately may affect longevity and quality of life. Although Utah residents enjoy a lower mortality rate than the U. S. average, Utahns still die from the four major killers -- heart disease, cancer, stroke, and automobile accidents. The American way of life reflected by decision-making about these health practices contributes to about forty four percent of Utah deaths in any given year. Yet these conditions do have identifiable risk factors with a hope for effective preventive action.

As our knowledge increases about unhealthy lifestyle patterns, the problem shifts to how we can encourage voluntary change of these harmful health practices. To combat unneeded or premature death a public health revolution has been declared! Following the 1979 general policy statement set forth in Healthy People: The Surgeon General's Report on Health Promotion and Disease Prevention, objectives for the nation have been identified. Among other things, the intention is to achieve by 1990 a lower prevalence of risk due to poor nutrition and overweight, physical inactivity, smoking, alcohol abuse, unsafe practices, and poor management of stress.

Utah is on the cutting edge of the health promotion movement and provides leadership for other regions of the nation. For example, a major health policy document has been developed which assigns lifestyle as a primary priority for Utah. To implement this policy, Utah Statewide Risk Reduction Program of the Bureau of Health Promotion and Risk Reduction is responsible for establishing creative partnerships with community organizations such as the Community Education Program.

A variety of activities to reduce health risks will appear during the 1980's for school children, working adults, communities, and special risk populations. A community organization model is being employed in the health education-risk reduction grant (HE/RR) program of the Center for Health Promotion and Health Education, the program given a leadership role in implementation of national policy.

Utah Statewide Risk Reduction components of the program include identification of need based upon epidemiological surveys of lifestyle risk factors, identification of resources, coordination of resources through linkages, development of community resources through community action, and special attention to minority and high risk populations.

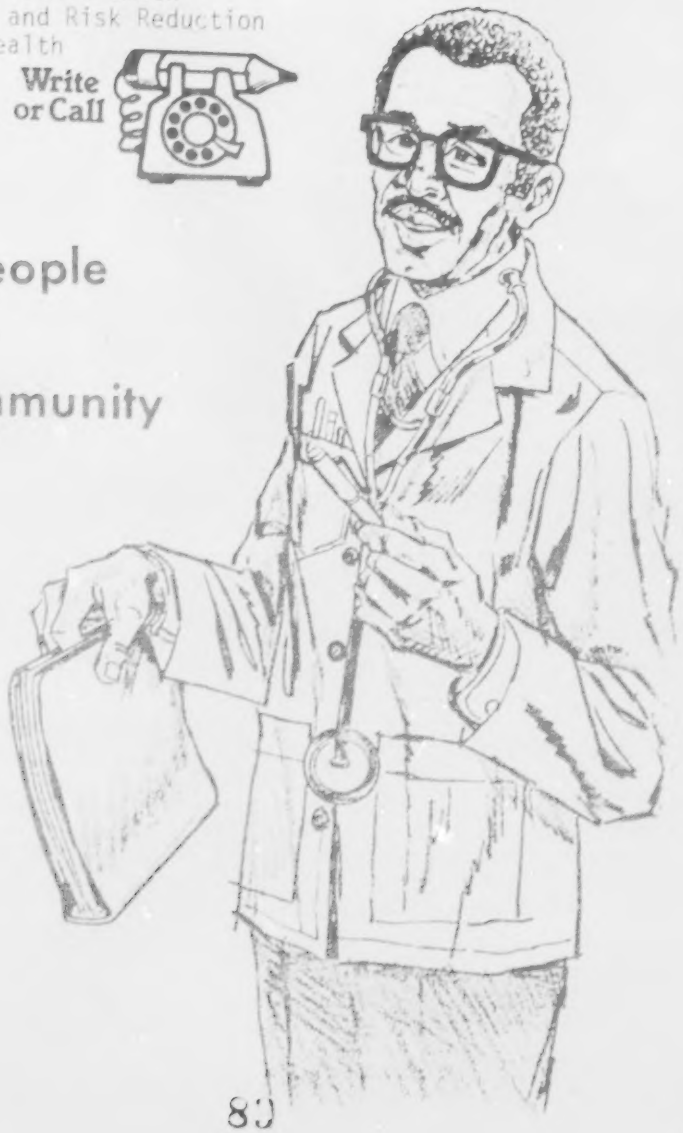
A major long-term goal is to assure access to quality health promotion resources for Utahns of all ages in both urban and rural areas. To accomplish this monumental task, creative partnerships must be established. One means is through the development of Community Coalitions for Health Promotion. Several Utah communities have initiated such community groups while others are in the process of planning.

Through the Community Coalition, local needs can be identified. Many areas of the state may still lack access to smoking cessation, stress management, aerobic exercise, safety, or weight control classes. Through cooperative arrangements between state and local health and community educators, and private non profit organizations such as the YMCA, Utah Division of the American Cancer Society, and the American Red Cross, qualified local instructors can be identified, trained, and provided with ongoing support and supervision using nationally recognized curricula.

Identifying these local needs, resources, and providing for coordination are the major ways in which the Statewide Risk Reduction Program of the Bureau of Health Promotion and Risk Reduction can join with the Community School Program of the Utah State Office of Education to help local communities achieve a better state of health and quality of life.

Catherine K. Summerhays or Jackie Smith
Bureau of Health Promotion and Risk Reduction
Utah State Department of Health
P. O. Box 2500
Salt Lake City, Utah 84110
533-6120

Healthy people make a healthy community



THE UTAH ARTS COUNCIL

Since 1899 the Utah Arts Council, an agency within state government, has been developing programs to meet the challenge of its original enabling legislation: "To advance the arts in all their phases." And today, that mandate has realized form in quality services that address every medium. But state agency efforts are not enough. In the end we exist to provide a firm, yet flexible foundation for artistic growth across the state. Utah has indeed been blessed with an artistic heritage, and with a perspective and dedication notable when compared to that existing anywhere in our nation. Yet only the continuing efforts of all Utahns will ensure the future of that distinguished heritage.

It is the hope of the Council that the simple sketches presented here will spark your imagination. The Council is eager to work with you, for it is only through our joint efforts that these programs will serve their most vibrant purpose in your community.

ARTISTS-IN-SCHOOLS/COMMUNITY

Artists-in-School/Community is designed to give Utah citizens of all ages the opportunity to enhance their appreciation of the arts. To accomplish this the program places professional, practicing artists in educational settings for residencies varying in length from two weeks to four and a half months. Educational settings include elementary and secondary schools, junior colleges, public and private institutions which work with the physically and mentally handicapped, the elderly, the incarcerated, and community and alternative education organizations. Artist-in-Schools/Community offers residencies in any of the following mediums: architecture and environmental arts, dance, creative writing, folk arts, visual arts and crafts, filmmaking, music, and theatre/creative dramatics. Professional artists are selected each spring through an application and review process, and then matched carefully with the needs of the sponsoring organization. The sponsor is responsible for between 40 - 50% of the cost of the program; the balance is funded by the Council.

COMMUNITY - STATE PARTNERSHIP

Community - State Partnership assists communities throughout Utah in their efforts to promote and encourage the arts. The activities of this program fall into the following categories: the Utah Rural Arts Consortium Tour and Outreach Assistance.

The Utah Rural Arts Consortium Tour assembles companies of actors, dancers, musicians, puppeteers and mimes who travel throughout the state each year from September through June. Besides presenting an evening performance, these companies provide workshops in local school and/or mini-concerts for the elderly and institutionalized. Approximately 50% of the artist's fees are paid by the Consortium Tour.

Outreach Assistance serves the needs of new and developing community arts organizations such as arts councils, artists guilds, galleries and community theatres. Workshops designed to sharpen management skills such as fund raising, non-profit accounting, promotion and volunteer development are held on a regular basis. Grants to community arts organizations are also available.

FOLK ARTS

This program is designed to document, celebrate and educate people about the most varied and pervasive art form in Utah--folk arts. Its purpose is to recognize and preserve notable artistic achievement that normally falls outside the definition of fine arts. Of high priority are important local traditions such as community celebrations, ethnic arts, and family traditions in song, dance, craft and the narrative arts. Folk Arts documents and celebrates Utah's unique heritage through varied projects. The Folk-Artists-in-the Schools program exposes students to the talents of artists living in their own neighborhoods. The Fife Conference on Western American Folk Culture for educators held annually at Utah State University and numerous community celebrations illustrate Utah's indigenous culture through demonstrations of crafts, cooking, music, dance and story-telling.

Folk Arts' archival efforts have produced two LP recordings--"New Beehive Songsters", Vol. I and II--and published two books--Utah Folk Art: A Catalog of Material Culture (Brigham Young University Press and The Grand Beehive (University of Utah Press). All are available through the Council.

GRANTS ASSISTANCE

The Utah Arts Council's grants assistance program provides supplementary funding support for arts projects to non-profit tax-exempt organizations on a yearly and semi-annual basis. Grants are awarded in various categories, subject to the following general criteria:

1. The artistic merit of the project.
2. The professional nature and stability of the organization, including sound business management.
3. The ability of the organization to achieve its objectives.
4. The success or failure of previous programs of the organization.
5. The demonstrated need for the project.
6. Availability to special audiences such as senior citizens, school children, handicapped persons, rural audiences and minorities.
7. The ability of the organization to raise other funds in addition to those of the UAC.
8. Number of participants/audience.
9. All events and services must be open to the general public.

Grant amounts vary depending on need, service to the state, longevity, stature of the organization, etc. The Council's grants program is intended to provide the supplementary funds essential in sustaining the growth of Utah's most viable arts organizations.

THE UTAH ARTS FESTIVAL

Every summer the streets of downtown Salt Lake City come alive with a spectacular celebration, the Utah Arts Festival. The only statewide, state-sponsored arts festival in the nation, the Utah Arts Festival offers audience and artist alike a dynamic array of experiences in a delightful outdoor setting.

Visual artists from throughout the intermountain West are featured during the Festival, displaying their artistry in media from ceramics and painting to print-making and weaving. Demonstrating craftsmen afford the opportunity to observe first-hand the fascinating arts of violin-making, saddle-making, Indian sand painting and willow chair-making.

Additional highlights include three outdoor stages which host free performances by Utah's most talented and renowned performing arts groups, and the Children's Art Yard--a lively, artistic playground for youth of all ages.

THE UTAH MEDIA CENTER

The Utah Media Center assists those interested in developing their skills and awareness of film, video and radio arts. The Center administers the Council's Filmmaker-in-the-Schools efforts, publishes a newsletter on the media arts, maintains a small media library, and coordinates a traveling program throughout the state of film and and video created by individual filmmakers.

The Center's Film Exhibition Programs include a weekly series of film and video not generally available to the public in commercial theaters. The Center sponsors an annual statewide Student Media Festival and a Utah Short Film Festival, and staff often serve as consultants in the planning of film festivals, competitions and exhibitions. The Utah Media Center also sponsors screenings and workshops conducted by outstanding national film/video personalities in an effort to assist the individual filmmaker.

THE UTAH ORIGINAL WRITING CONTEST

For twenty-three years the Council has offered Utah writers an annual creative writing competition and has assisted numerous workshops throughout the state to encourage excellence in creative writing. The Utah Original Writing Contest provides exposure, recognition and acknowledgement to professional and amateur writers in the state. Cash prizes are awarded in categories ranging from novels, biographies, poetry and short stories to juvenile literature, young adult books and magazine articles. A publication prize is also presented to one of the first-prize winners in a full length work class.

THE UTAH PLAYWRITING CONFERENCE

In 1980 the Council completely revamped the playwriting competition it had sponsored annually for twelve years. Re-named "The Utah Playwriting Conference", the competition assumed not only a new title but a new dimension as well.

Designed to assist the development of talented playwrights, the Conference provides a two-week intensive rehearsal, critique, revision and performance experience. Participants include the authors of the selected works (the contest is conducted nationwide), directors, script advisors and a company of professional actors and actresses. The Conference culminates in staged readings of the polished scripts.

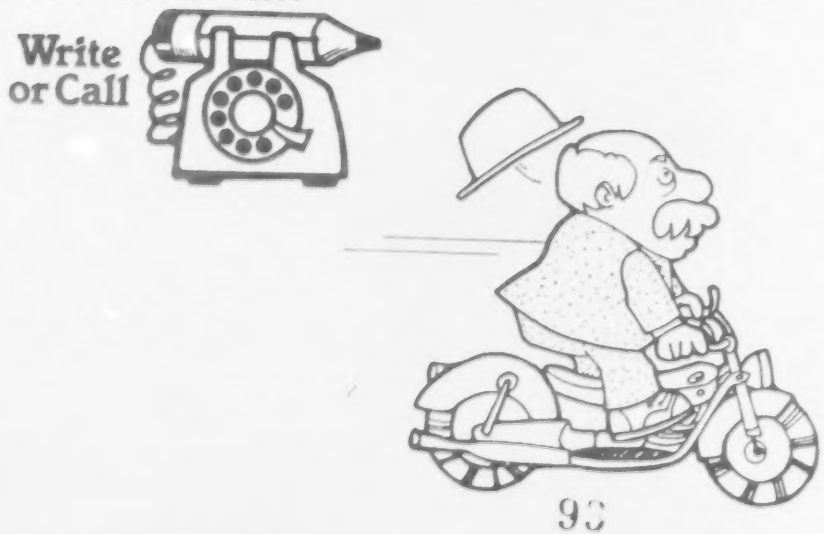
VISUAL ARTS AND MUSEUM SERVICES

Visual Arts and Museum Services sponsors an array of activities designed to serve both communities and the individual artist. The traveling Exhibition Program provides museums, libraries, schools and other non-profit organizations a selection of over twenty exhibitions which are installed by the Council at no charge to the sponsor. Educational materials accompany the exhibitions, and sponsors may also arrange for one-day workshops.

The Annual Statewide Visual Arts Competition and Exhibition, a project of the Council since 1899, provides a juried exhibition for Utah's artists as well as the market from which works are purchased for the state's Fine Arts Collection. Items from the collection are on display in government offices and in the Council's Glendinning Gallery (open Monday - Friday from 8:00 - 5:00).

Visual Arts periodically offers workshops on topics of vital importance to the individual artist: legal rights of artists, how to market art, exhibition design and conservation, registration procedures and grants writing. This program is currently conducting a statewide visual arts survey to assess the needs of Utah's artists and produces a slide library documenting their work.

For complete information on any of these programs, contact the Utah Arts Council at 617 East South Temple in Salt Lake City, Utah 84102. Telephone number: 801-533-5895.



CACHE VALLEY VOLUNTEER POOL

Communities are made up of adults and children, sometimes living in separate worlds. Most adults have perfected their knowledge in some areas--perhaps in education either for vocation or avocation, special interests, travels, hobbies, collections, etc.--and if asked, most will share their expertise with children, with great satisfaction to themselves. The Cache Valley Volunteer Pool was created and established to bring this abounding enrichment into the lives of young people. The program serves children, teachers and volunteers by expanding and sharing the educational process.

The Cache Valley Volunteer Pool was started by interested volunteers who recognized great resources within the Valley and also a need to share these resources with others. The volunteers also felt a program such as this would not happen unless someone provided the mechanics, research and consistency necessary to initiate and keep it going.

The guiding principal of organization was to break down the workload so volunteers would not become discouraged. A coordinator, and sometimes an assistant coordinator, were chosenfor each school. They represented the spokes of a wheel, and the central pool became the hub. The coordinators contact the teachers of the schools, take requests for any type of enrichment they desire and then channel the request back to the central pool. There, the volunteer personnel, using established and researched files on the entire area served, list one to five names and telephone numbers and addresses,and mail the request back to the coordinator. The coordinator then calls the volunteer and arranges a time, place and date. Our agency felt if this much time (1½ happy years) was spent on research, it could serve all children in our valley, so it combines the districts of Cache County and Logan City and serves Cache Valley.

Caring volunteer citizens have developed and implemented the Cache Valley Volunteer Pool. They are not affiliated with any organization. Most of the people serving are interested mothers with the majority of their children in school.

The financial requirements have been very little. All people involved are volunteers. The Cache Chamber of Commerce gave $500 which has been used for supplies, telephone, stationery and postage. Last year, a grant of $500 was received from the Utah Arts Council because we are placing so many artists in the schools.

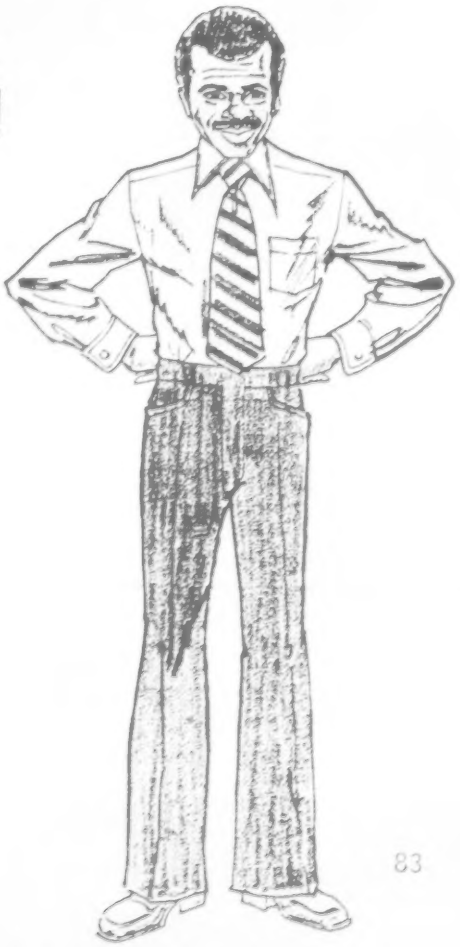
Pool office space has been provided without charge--first by a business firm and then at the Old Whittier School (a building owned, but not used, by Logan City, which also houses the Community Art Center).

We have placed from 350 volunteers in the schools our first year to over 1,000 in successive years. This is our fifth year of operation.

The plans for the future are to maintain, improve and help others who may be interested.

Candy Hall
Volunteer Pool
290 North 400 East
Logan, Utah 84321
753-2970

IT'S FOR YOU!



OUTDOOR UNIFIED STUDIES FIELD TRIP

My philosophy of learning is this, "A student learns by remembering." Now the only problem is, how do we help him remember? I mean really remember, past the bell, or the end of the day, or the mid-term test--into the tomorrows, and sometimes, hopefully, for a lifetime. I think you'll agree that such a task is quite a challenge for any teacher. In order for a student to remember what he has learned, the learning experience must be meaningful to him, and of value in his eyes, not the eyes of the teacher. I've had students ask me again and again, "What good will this do me? Why do I have to learn this?" Sometimes we can satisfy them with the answer, "Well, you may never use this, but it will broaden your background, increase your brain power, and make you more intelligent." Sometimes we can satisfy a student with an answer like that, but sometimes we can't. I've also found that a learning experience can be both meaningful and of value and still not be remembered if it is not interesting. In fact, it even helps if it is a little entertaining. I can hear some of you saying, "But it is our job to teach children, not to entertain them." You're right, of course, but do you want them to remember what you teach them? Then it better be interesting, and maybe even a little entertaining. Think about it...

A few years back I attended a presentation by Al Davis of Orem High on "Outdoor Unified Studies" and was impressed. Here was a way students would remember learning--for a lifetime.

I went back to E.H.S. inspired to set up a program. We were located in the richest area in the state. The possibilities were limitless. Another member of our faculty, the science teacher, Myron Cottam, felt the same way. We rewrote our program three times before our superintendent would approve it. But it was a success and we loved it! This year almost twice as many students have asked to be involved in the program.

Our Outdoor Unified Studies experience had its beginning on a May morning in 1980. The weather had not cooperated and a fine, drizzly rain had settled down on the valley as we loaded our horses. The evening before had been spent in busy preparation for the four-day camping trip and each student had been previously required to attend a two-hour class at the high school. Pretests were given at that time, and the Ranger from the Anasazi Museum & State Park in Boulder, Utah, a town 28 miles away, took his listeners back to primitive life among the Anasazi culture. The students were both fascinated and entertained as he chewed sinew and secured an arrow head to a shaft. It was a meaningful introduction to the Moqui houses and petroglyphs they would later visit.

One by one in the drizzling rain the trucks were loaded. About ten miles out of town we ran out of the rain and prospects of good weather lightened our spirits. Over 50 miles of windy, dusty, rough and often steep, dirt road our little caravan of trucks slowly made its way. A few stops assured us that all the vehicles were standing the test with flying colors.

We reached the Soda with its quaint cabin hidden amidst giant red rocks at about 11:30 and began to situate ourselves and set up camp. An hour and a half later, after a quick lunch, we were all on horses, headed up the 50-mile Mountain Bench Trail to study photography, geology, native plant life and

Indian ruins. From the bench area you can see for miles and miles, and the students couldn't seem to get their fill of that top-of-the-world view. Camera shutters were clicking left and right. The wild beans were in bloom and the sagebrush flats were transformed into purple splendor. Before we reached the Moqui house, we were familiar with geology formations. terms such as Navajo sandstone, Dakota, Entrada, Tropic Shale and a host of others. We could identify and name plants we had never seen before in our whole life--Sour Dock, Death Camas, and the Trumpet Plant. Those who were more ambitious than others climbed the steep mountains to the rock ledge which protected and preserved a perfect Moqui house. The masonry of the flat sandstone rocks was remarkable, especially around the small window and door.

Time was slipping away fast and we had to start back to camp before the sun went down. After an eight and a half hour ride, we were taking care of our horses and fixing supper in the dark, but no one complained. We ate by lamplight or firelight and every student wrote in his or her journal before climbing into bed. Many times in the following three days we were impressed by how faithful journals were kept up.

The next morning we were up with the sun, watering our horses and excited about the day's activities. Three instructors from B.Y.U. were scheduled to come and teach us survival skills in the morning and after lunch we were riding horses down the Soda Gulch to see a solid rock wall covered with Indian Petroglyphs. The survival instructors arrived on schedule and divided us into three groups. We rotated with each one and learned to make Yucca soap and shampoo, to twist Yucca fibers into string and rope to make Indian moccasins to build traps and snares, to chip our own flint knives and arrowheads. We learned how to find water and about the plants in the area that were edible and those that could make us very sick. We tried our skill at building a fire with a bow-drill. The time flew and before we knew it lunch hour was upon us. Some still lingered with the instructors, but others gave in to hunger pains and went to their camps to fix something to eat. About an hour later, we were once more in the saddle and headed down the Gulch. In less than two hours we were staring at an unbelievable sight--a huge rock wall literally covered with petroglyphs. Suddenly we were all transformed into archeologists or scientists, theorizing and speculating on what the various figures and symbols meant. Imaginations ran wild and we experienced a moment of magic. A thousand years of time vanished and we were members of the Ancient Anasazi culture, pecking our stories of triumph and adventure into a rock wall. All agreed, it was a most worthwhile experience.

After supper that night we gathered around the campfire to share stories that had been researched by the students on early Escalante history and some of the adventures of the early settlers. Words cannot describe the feelings we came away with. One young girl told us that she had thoroughly enjoyed the researching. She had spent one whole evening with her grandparents listening to their stories and jotting down notes. She was excited about sharing those stories with the group and said she had never had a more rewarding experience.

All through the trip we noticed a special togetherness among the students stemming from being involved in a unique and different learning atmosphere. In a Social Awareness unit taught by our District Community Ed. Director, we learned how to analyze styles of personal behavior. We were given the

assignment to choose three people in the group and analyze their social style--or in other words how they related to others.

Another geology lesson followed, with a review of the formations we had seen on the Bench trip. A break from the book work of the day ended up in some exciting foot races between a father and his daughter, a mother and her daughter, faculty and students, and students and students.

Resource people from the community with their knowledge of the area were a great asset to the success of the trip.

Friday morning found us traveling to the Hole in the Rock and a promised swim in Lake Powell to wash off the desert sand. The hike down to the Lake through the famous rock passage was a first for many and a challenge for all. The view was beyond description. The blue waters of Lake Powell in contrast to the colorful red and pink sandstone rocks was a never-to-be-forgotten sight. The combination swim and bath revived us all and prepared us for the strenuous climb back out. At the top we gathered for a group picture--proud of our accomplishment.

On the trip back to camp we stopped and studied more native plants and gathered specimens for our collections. Every plant seemed to boast a blossom. We met our resource man from the National Park Service who was scheduled to help us rappel that afternoon. He gave us directions to get to the spot he had picked out. After a quick bite to eat back at camp we were on our way to the Sooner Rocks. It was rightly named for we had three students who would have "sooner" not rappelled down the 80-foot rock. Before the afternoon was over, every student and every advisor had experienced the thrill of "going over the edge."

We were a tired bunch that night, but not too tired it seemed for a little mischief--loosened tent stakes, a wet rope in a sleeping bag, sugar in another, a lizard in a briefcase--you name it, memories to keep forever. The last night together was special. We all "bore our testimonies" on the value of such a trip. One young man confided in the group that he had learned more in the last three days than he had imagined possible...things that he could never have learned in the classroom. One girl's eyes sparkled as she said, "I loved the Hole-in-the-Rock! It was so great! I've got to bring my family to see it!" A senior spoke sadly, "This really has been a blast. I am very glad that we could spend this one last time with our friends and teachers. We have really gotten to know each other." Another student added, "I sure do hate to leave in the morning 'cause I have learned so much and had so much fun doing it." Another said, "Our trip is over now and I have never had so much fun. It really makes you appreciate what you have!"

Saturday morning was filled with post tests, and the winding up scenes--camp clean-up and packing for home. There was a heaviness hanging over us that was hard to describe. Our Outdoor Unified Studies Trip was over. Were we being sentimental or did we hear the heartbeats of young people involved in something they hated to see end? Was it worthwhile? You be the judge....

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HISTORY YOU CAN SEE AND TOUCH

Classes in Utah History should be the most exciting classes in the fourth grade curriculum. The history itself is exciting, and bringing that history to life, and making grade-school children and their parents aware of the parts of that history that can still be seen, touched, and even lived in makes that history even more exciting. That was the challenge behind the creation of Utah Heritage Foundation's Speakers Bureau and elementary school programs in Salt Lake City. Equally successful and rewarding programs can be developed in other communities, and Utah Heritage Foundation is offering help in getting them started.

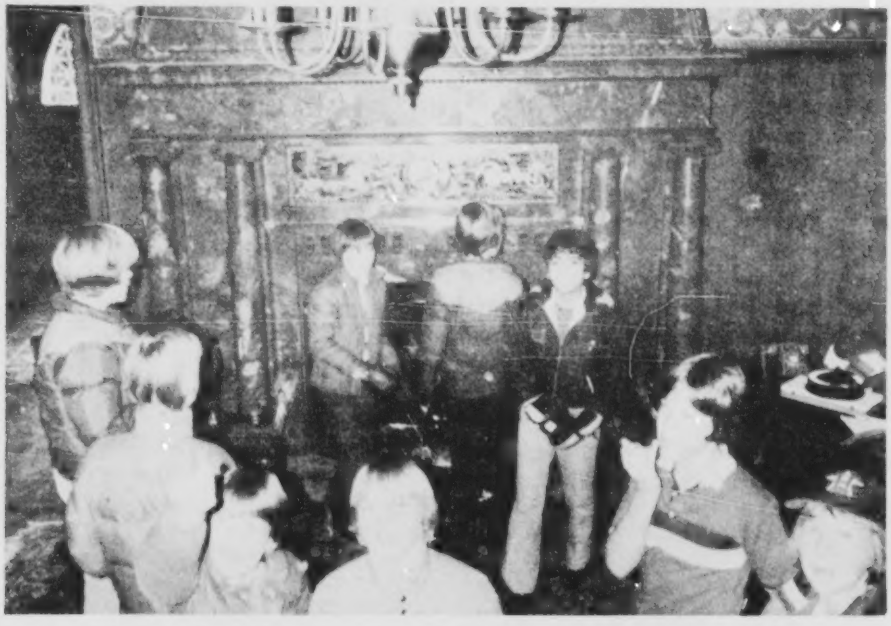
In 1974-75, Mrs. Adele Weiler, in collaboration with a curriculum coordinator from one of the school districts, began work on the development of a broad program for presentation of historic preservation concepts in the schools. The program includes classroom lectures, slide presentations and films, plus neighborhood walking tours and a yearly on-site tour of a number of important historic buildings.

The same programs, on a different intellectual level, are presented to clubs, church organizations, and family groups throughout the year. A private, non-profit organization, the Utah Heritage Foundation began development of its historical slide presentations on an extraordinarily slim budget, depending solely on volunteer man hours and meager monetary contributions. An appropriation from the state has made it possible to hire our school programs coordinator and to greatly refine the original programs, but the great volume of work in both preparation and presentation of programs is still done by a group of dedicated volunteers. During fiscal year 1980-81, a total of 4,893 hours was contributed in these fields.

The original slide programs were researched and put together by three earnest history buffs and were taken to clubs and organizations by eager, but loosely trained volunteers. During the past several years, a docent training program has replaced that system, and University classes plus a thirteen-week in-house training workshop prepares nearly thirty people to go into the schools and to the general public with professional presentations.

The Utah Heritage Foundation is presently under contract with three of the four Salt Lake area school districts. Each contract calls for presentation of a total of forty programs--films, slide presentations, or tours--for $300.00. Suggested "packages" include four programs covering a chosen general topic, although teachers are free to pick single programs out of several packages. Special groups (Gifted and Talented, etc.) are scheduled separately.

Walking tours in Salt Lake's historic districts and in the schools' neighborhoods give students the opportunity to see and learn to appreciate our living history. In the spring, a number of Salt Lake businesses, housed in historic buildings, open their doors for the hundreds of youngsters who want to see where history really happened. Heritage Foundation volunteers are on duty in each building and on the street, ready to answer questions and help with directions.



Teacher training workshops are also available in each district. Here, teachers are given an overview of programs, and historic bus tours are offered. Separate contracts and payments are made for these workshops.

For slide and film programs presented in the community, a minimum charge of $15.00 is made for groups of average size. For larger groups of forty or more, $1.00 per person is asked. Historic district walking tours are arranged for special groups at a charge of $3.00 per person, and during the summer months, thirty minute mid-day tours of downtown Salt Lake will make the city's history and historic buildings a vital part of today's streetscapes. There will be a $2.00 charge for these daily mini-tours. More extensive tours of historic districts are arranged for larger groups, using charter buses.

Of course, the basic purpose behind Utah Heritage Foundation programs is to heighten public awareness and concern in the ongoing effort to designate and preserve significant historic landmarks. Fees are charged for services only to provide money to maintain equipment to continue production of new and better programs.

THOMAS KEARNS MANSION
603 East South Temple
Salt Lake City, Utah

Utah Heritage Foundation in Salt Lake is eager to have projects such as this become an active part of communities throughout the state, and is exploring ways in which the most help might be offered to that end. Plans are tentatively being made with the State Board of Education which would make workshops--for teachers and volunteers-- a possibility in central locations in the state. The possibility of videotaping programs for use in other communities is being investigated. Arrangements might be made for representatives to visit other individual cities, offering a helping hand and consultation to groups of volunteers who are ready to organize and perhaps begin with copies of existing slide programs.

Interested groups may contact Utah Heritage Foundation at 355 Quince Street, Salt Lake City, Utah 84103 (533-0858).

Traci Holmberg, left Jamie Sheetz, Kari Isaksen and Stacey Orlob are among fourth graders at Canyon View Elementary that have been clipping newspaper stories and researching other accounts of Utah history.

Deseret News photos by Howard C. Moore

Fourth graders take a step back into Utah history

By Christopher Hicks
Deseret News staff writer

HOLLADAY — Children learn more by doing than by rote — so at Canyon View Elementary School they are doing.

"This is the culmination of our studies of Utah in the history section," said Marla Stephensen, fourth grade teacher.

And it purposely coincides with Utah's anniversary as a state.

What the youngsters are doing here is recreating a bit of local history.

Miss Stephensen said the 125 to 130 children that make up the school's four fourth grade classes dress up like historical state figures and act out little scenes, repeating them for schoolmates and parents who make the rounds of the various classrooms for two days each year. It's a tradition that began four years ago.

It's a traditional script, following the same lines as the original written four years ago, but adding or dropping characters as called for by the kids involved each year. "We also ask them if any are related to any historical figures, and if they are we let them play that character. This method of teaching stays with each child longer — if they get nothing else out of their history here, they remember the characters they play."

This year's program — held Tuesday and Wednesday — will have the costumed youngsters portraying Indians, mountain men, trappers, explorers and other men and women instrumental to the establishment of the state of Utah.

They will enact scenes from an era that is normally familiar only through books and visual entertainment, and they'll come away with better sense of what it was all about.

Miss Stephensen said the teachers have taken classes from the Utah Heritage Foundation to help them add some realism to the proceedings, and last year the foundation was so impressed with the kids, it asked to have them perform part of the program for its members.

"It's practical experience," she said. "And it's a tradition we look forward to here."

Principal Martin Racik is obviously very proud of the program, and said attendance by parents and other visitors each year is quite large.

And the children were obviously enjoying themselves as they rehearsed the program.

But whether they were taking part in the portion of the show devoted to mountainous trapping regions or a ghost town and mining community or the formal statehood party — all of the youngsters were most looking forward to the same part of the annual event: The cake decorating contest.

Oh, well. Even if they are portraying famous people, kids will be kids.

Assembling artifacts for use in their acting out of Utah history are Pete Cochran, left; Brad Murry, Laurie Lake, Andrea Madsen.

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PROGRAM DEVELOPMENT FOR GIFTED AND TALENTED CHILDREN

The educational aim of Granite School District is to help all students improve the quality and potential of their lives. All educational programs in the district are based on the concepts that (1) learning takes place on an individual basis, (2) all students learn in their own way, (3) all students must proceed at their own pace, and (4) learning takes place in keeping with a student's own interests, talents and backgrounds. The focus of a gifted and talented program in the district and of all the educational experiences and materials used, is to assist students in achieving self-realization. To meet the needs of gifted and talented students requires more than a continuation of the same kind of program used in meeting the needs of the average student. A program should assist these students in pursuing and achieving fully satisfying lives. Their potential talents must be developed to the highest level possible, not only for their self satisfaction in life, but for their best contribution to our society.

Careful and thorough planning of all steps in program development is vital for a gifted program's smooth progress from awareness through final evaluation. Although the steps may be rearranged in various ways appropriate for the specific school or district, it remains necessary that each receive consideration and none be overlooked.

Step I: General Awareness Workshop to generate interest and support.

Step II: Committee Selection to locate those people willing and able to plan a viable gifted program.

Step III: Assessment of District Needs and Resources to find out where they are, where they want to go, and what they have to help them get there.

Step IV: Exploration of Possibilities to look at what has been done by others.

Step V: Choosing a Focus to decide upon the type of giftedness and program to develop it.

Step VI: Rationale, Goals, and Objectives to keep the program accountable and to help explain it to those whose moral support is imperative.

Step VII: Identify Students according to their gifts and talents.

Step VIII: Needs Assesment of Identified Students to clarify the specific needs and interests of each identified gifted student.

Step IX: Inservice Training to provide the teacher with alternative strategies and differentiated methods to use in working with gifted students.

Step X: Design Appropriate Activities to achieve the program objectives.

Step XI: Select, Order or Make Materials to enhance the selected activities.

Step XII: Implement Program with identified gifted children.

Step XIII: Evaluation, formative to detect and correct problems as they arise and summative, to make a yearly assessment of the progress made.

Programs for gifted and talented students should:

-provide an open learning environment
-allow for some freedom of choice
-reflect the district's philosophy
-focus on the systematic development of cognitive and affective processes, particularly the higher level thinking skills.
-be directed and taught by trained personnel
-relate to the identification process
-be developed on a time line
-include staff development
-have continuity
-include in-classroom and out-of-classroom activities
-relate to the strengths and needs of each gifted child

A curriculum for gifted students should have two parts--breadth and depth. Breadth is provided by a creative enrichment program that offers a diversity of high level, challenging experience in thinking, aesthetics, problem-solving and experimentation. Depth is achieved by specialized study and opportunities in particular areas of curriculum. Granite School District using Federal Funds, has created eighteen student enrichment modules for use with gifted and talented students. They provide an opportunity for gifted students to explore a subject in greater depth than is possible in the regular classroom and to extend their knowledge into areas not usually covered in the curriculum.

CONTACT PERSON:

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MURRAY COMMUNITY GIFTED EDUCATION

Murray Community Gifted Education emerged when Murray Community Education took over the Intermountain Center for Gifted Education in the fall, 1980. ICGE had recognized the need and demand for varied and challenging educational classes for gifted young people. Murray Community Education provided the means by which the community could participate in and share its resources, information, and mentors with its youth. Through the joint efforts of these two agencies, Murray Community Gifted Education has been able to continue the philosophy and experience growth in three main areas.

The Community School is an excellent vehicle for carrying extra-curricular learning activities to young people. Much like adult education, music and tennis instruction, Murray Community Gifted Education gives students an opportunity to select intriguing classes which they attend after school, in the evenings, on Saturdays, and during the summer. The courses usually run from six to ten weeks and are offered Fall, Winter, Spring, and Summer.

Through the joint efforts of Murray School District and Murray Community Gifted Education, six elementary teachers were chosen last fall to develop curriculum in a specific area for gifted students. Through a selective screening process, students in the Murray elementary schools were identified to be eligible to participate in the program. Courses were met with enthusiasm by both parents and students. They are held once a week for approximately two hours and will run about ten weeks. The curriculum was designed so other teachers can adopt it. The following is a list of the classes that began the first week in March, 1981:

Communication Through Movement

Let's Listen To The Rocks (Geology)

Become A Master Detective (Problem-Solving)

Mythology

Physical and Chemical Changes Of Matter

Master Geologists in "Hard Rock" (Geology)

These course were offered to the identified students in grades one through six.

Through Murray Community Gifted Programs, classes are also being offered on an enrichment level and as a complementary aid to the regular public school curriculum. These classes are being offered as an alternative for children who are not eligible for the Gifted Program. Chisonbob, Type and Folktales are examples offered.

Why classes for young people?

The regular classroom is frequently limited by time, finances, personnel and other demands (such as pupil/teacher ratio). There are many eager, bright students who can benefit from the opportunity to learn about varied and advanced subject areas during their free time. High interest and demand has confirmed these hypotheses.

Who does the program serve?

The Murray Comunity Gifted Program, curriculum developed by the six elementary teachers, and the enrichment classes all target children three years old through the ninth grade. All students have a willingness and desire to learn in common. Classes, topics and material are challenging and therefore particularly appealing to young people with advanced abilities. The majority of students attending class have above average intelligence, are creative and are motivated. It is important to keep in mind that when we say GIFTED we are not using the word as a means of exclusion. Rather, our classes are designed for those individuals who want and can handle more: challenge, information, and involvement. Murray Community Gifted Education believes that in order to make learning exciting, educational alternatives should be provided for parents and their children. As a part of our program we have offered, and will continue to offer, PARENTING classes. Current classes offer just the beginnings of the many learning options that can be developed from within the community and its success is in many ways dependent upon that involvement. Instructors may come from the regular classroom, institutions of higher learning, business, and any number of other interested and qualified members of the community. Our objectives at Murray Community Gifted Education are to continue to expand in the three areas mentioned above, as well as explore other areas of possible expansion. Since our classes have met with overwhelming success and requests for information about the program continue on a regular basis, we feel confident about that expansion.

In order for a program of this kind to be implemented, the following must exist or be met:

* Desire on the part of Parents, Educators and Students to have some kind of a program for the Gifted.
* A Coordinator or Director of the program
* Community Resources and Facilities Available
* Volunteers or Financing Available

All work on a program of this nature must be done by volunteers or the financing could be of a self-supporting type where the cost of the class covers the instructor's fee and materials or some type of grant or aid obtained.

Advantages of the program:

* Provides opportunities for learning that may not be available in the regular classroom.
* Utilizes community resources and involves the community in the education of its youth.
* Offers exciting and challenging opportunities for community members to work with young people of the area.
* Other teachers have an opportunity to benefit from the curriculum developed for gifted students.
* Brings students together from different schools and geographic locations.
* Once the system is organized and the wheels are set into motion, it begins to perpetuate intself with regard to the classes, the target market and also the instructors.
* Short term classes allow for flexibility of scheduling - offers sampling opportunities in many subject areas with depth.
* Provides learning opportunities with persons in the community who may not normally have the opportunity to become involved with children at this level.
* Students have an opportunity to learn outside the regular classroom environment (whenever possible classes are offered on site: computer center, biology lab, meteorology lab, mine, zoo, etc.).
* The person developing the classes may be an interested and enthusiastic parent, teacher, volunteer, team, etc.
* Encourages students to take responsibility for their learning; they can choose the class, attend, and make the personal decision whether or not to utilize it as a learning experience.
* Topic areas are flexible, there are a wide range from which to draw.
* Encourages students to think about things which are new and different; challenges them intellectually and encourages them to go farther and do the best they can.
* Offers students an element of career education.
* Whenever possible, the curriculum of the courses emphasizes the higher levels of thinking i.e., Analysis, Synthesis and Evaluation.

Disadvantages of the program:

* Parents responsible for transportation.
* Grade grouping may be broad at first (1-3, 4-6) until there is more demand.
* Financing - development costs are significant - it takes someone time and effort to pull together good successful programs, but they are more than worth the cost!
* Potentially excellent instructors are often very busy, their time is limited and if you are fortunate enough to secure their services, you often have to schedule around them.
* Instructor/student ratio must be kept low for success; however, fees for classes can be increased in order to cover these added costs.

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THE RICH GET RICHER AND THE POOR LOOK FOR ALTERNATE FUNDING SOURCES

This presentation dealt with State and Federal funding available for Community Education Activities.

The key to funding is people. "Whom do you know who knows someone who controls the purse strings?" Who are the people who make the decisions?

If you don't know the decision makers, does your superintendent or someone else in your organization know them?

Federal cutbacks were identified.

Federal block grants and the implications of them to LEA personnel were discussed.

State-fund sources were identified and the recent action of the Legislature in the area of the "special purpose optional" programs was discussed.

Most of the time in this presentation was in open discussion and question and answer periods.

Write or Call

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250 East 500 South
Salt Lake City, UT 84111
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THE WEBER SCHOOL DISTRICT FOUNDATION

The Weber School District Foundation was organized in 1975 as a vehicle to gain private support for education in the Weber schools. One of the first of its kind in the nation, the foundation functions in a manner similar to endowment and development programs in colleges and universities.

The Foundation Sponsored Economics Fair

When the idea was first conceived in the Weber District, a question of legitimacy was raised. "Why should we contribute private contributions to an institution which receives tax support?" some asked. In searching for an answer to this question, several important factors came to light.

* Many colleges and universities are also tax supported, and yet over the years their endowment programs have become very legitimate.

* A public school system like Weber touches the lives of thousands of young people, and their lives are touched at a very impressionable age.

* Many private citizens and businesses are looking for a way to impact their public school system. A foundation is a vehicle for not only receiving financial support, but also developing a real partnership with the private sector.

Once the position of legitimacy was established, the Weber Foundation moved on to the accomplishment of its stated purpose, i.e., to enrich the educational lives of the students in the Weber District.

Over the past five years remarkable progress has been made. Many projects and programs have materialized through private contributions to the Foundation. Among those projects are:

* Lighted football fields and improved stadium facilities for the district's three high schools.

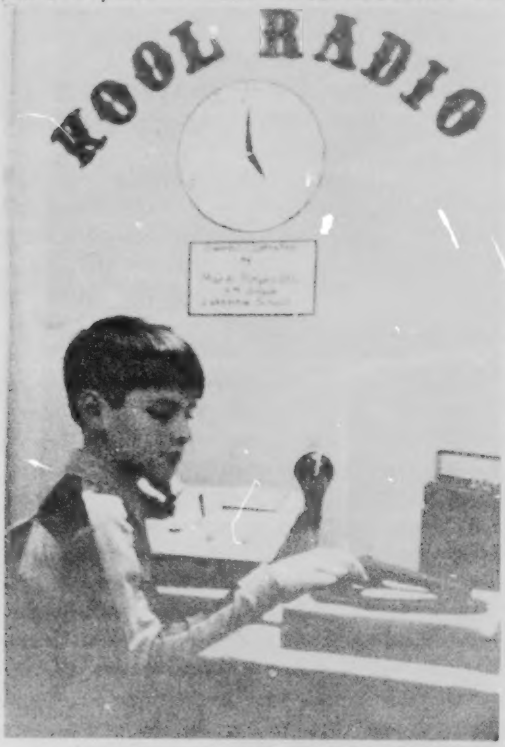
The Shakespearian Program supported by Dr. and Mrs. Walter Swanson

* The Swanson Family penmanship improvement program which operates in all elementary classrooms in the district.

* The Douglas B. Stephens economic program which will be climaxed by the Economic Fair in early May.

* The annual Perry-Ledingham Spelling Bee sponsored by the Mount Ogden Rotary Club.

* Financial assistance to local Science Fair winners who will participate in the International Fair in Milwaukee, Wisconsin.



The Foundation Sponsored Economic Fair

* The Swanson Family Shakespearian Festival performed annually at the Swanson Environmental Center in North Fork.

* The Weber District Community Symphony which presents three performances each year at the Union Station.

* "Young Artists in Residence," a fine musical experience for all fifth graders financed through a grant from the Neal family.

* Other activities include foreign study programs, American Education Week displays at the Ogden Mall, Festival of the Arts, Arts in Action and many others.

Write or Call

Ron Stevens
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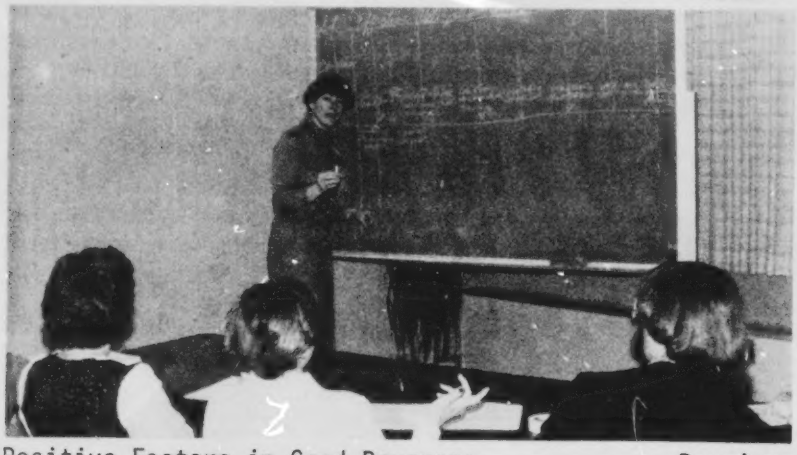
The session began with introductions of the persons in the group. Each gave a brief job description and told the area of the state they had come from. This was helpful in terms of seeing the scope and variety of settings for volunteer programs represented.

A chalk board was used to indicate positive forces for involving outside resources with the school. Also listed were the barriers which stand in the way of the use of these resources. Items listed:



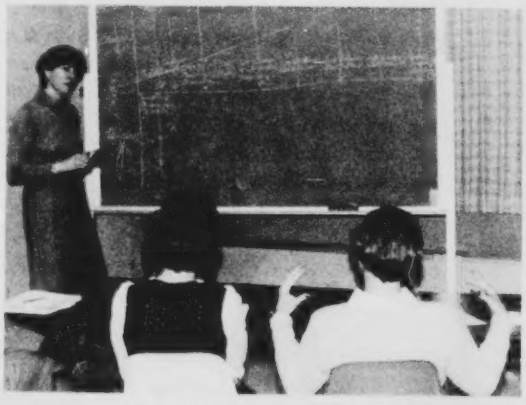
Positive Factors in Good Programs

-availability of volunteer agencies
-availability of willing volunteers
-active volunteer groups - PTA -& others
-volunteer training programs
-increasing numbers of older volunteers
-business involvement in education
-K-12 infusion programs
-district level coordination of programs supported by school coordinator

Barriers to Good Programs

-resistant administrators and teaching staff
-undependable volunteers
-critical volunteers
-lack of funds for organized programs

During the discussion which followed, it was pointed out that it is sometimes easier to strengthen already existing positive forces rather than to attempt to break down barriers. All agreed that the greatest need in strengthening volunteer programs was for improved training and education of school district administration and teaching staff.



Effective involvement of community members can only take place if the school district program has clearly identified goals and objectives. The ability to be specific enables school district planners to easily identify appropriate resources. In addition, recruitment of volunteer help is easier because an individual volunteer or group can mobilize their talent and energy around meeting the goal and can feel a sense of accomplishment when the goal has been reached.

The importance of pointing out to the volunteers the benefits they will receive from assisting the school was also stressed.

CONTACT:

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Salt Lake School District
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-or-

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President School Volunteers Inc. Advisory Board
Salt Lake School District
440 East 100 South
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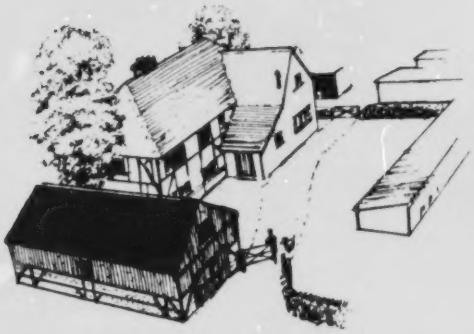

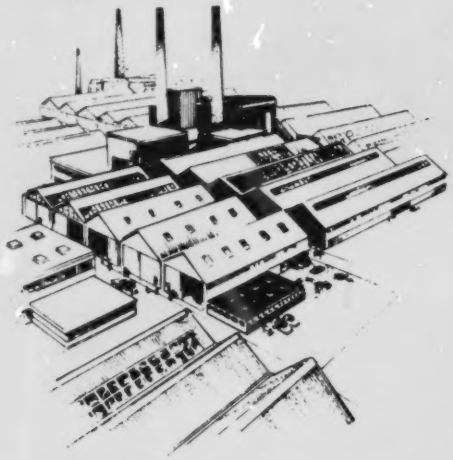

Murray officer Calvin Dahl explains use of video recorder to students in law class.

Deseret News photo by Jack Manson

Keep the peace and teach

Officers a part of school scene

By Jack Manson
Deseret News staff writer

MURRAY — Police officers have become as much a part of the high school scene in the Salt Lake Valley as students and teachers.

Officers from the county sheriff's office and city police departments are assigned to each high school in the valley, primarily to keep the peace and enforce the law in the schools, but also to teach and lecture.

In Murray, students can learn what a police officer's job is like.

"I teach a vocational law enforcement class," Murray Police Officer Calvin Dahl explained. "This class gets the students acquainted with law enforcement. It lets them see what an officer has to do to perform his job."

Classwork includes field trips to see how an officer does his job in traffic control, crime investigation and related work.

Most of the crime scenes students are involved in are mock scenes based on real crimes.

The law class is held each semester. Because of the class, some students have decided to go into law, either as lawyers or in police work, Dahl said.

Murray also has a police cadet program. In the program, students work with officers as cadets, joining officers in patrol cars on traffic beats, helping secure crime scenes and participating in training programs.

The idea of both the law enforcement class and the cadet program is to make the public aware of the problems police officers face in their duties and to get help from citizens when it is needed to solve or prevent crimes, Dahl said.

The only school district in the valley that doesn't have some kind of police classroom program is the Salt Lake City District. There, officers maintain the peace and are available to lecture, Dahl said.

The program in Murray and other districts has helped both in educating the public in police work and has helped prevent serious criminal activities, Dahl said.

Some schools elsewhere in the country have extremely serious problems with vandalism, sex offenses, drugs, robbery, assault and other crimes, Dahl said.

Officers are in the schools to help in any way they can, including letting students know what the job is about, Dahl said.

Write or Call

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5461 South State Street
Murray, Utah 84107
262-4493

DOCENT COUNCIL - HOGLE ZOO
SALT LAKE CITY, UTAH

A voluntary, educational, non-profit organization formally organized in 1972 under the auspices of Hogle Zoo, the purpose of the Docent Council is to provide animal related educational programs and services to the people of the Salt Lake Valley and surrounding areas. "Docent" is a Latin word meaning "teacher or lecturer".

The membership of the Council comprises an average of 50 to 55 trained volunteers whose ages range from the twenties to the seventies, both male and female--housewives, students, retired persons, business men and women, professionals and others.

We offer lectures, zoo tours and slide presentations to school classes, scouts, nursing homes and other groups. Our presentations are free for most accredited education groups; all other groups are charged a minimal fee per presentation.

The Docent Council presents classroom lectures in the area from Centerville to Draper. Hogle Zoo has an Animobile for the use of the Council, a van-type truck fitted with cages and watering and feeding facilities for numerous small animals. It is heated and air-conditioned to keep the animals well and comfortable in all kinds of weather. This vehicle is used outside the Salt Lake School District for six to twelve lectures at one school on the same day. In order to defray the cost of fuel, we must levy a small charge to come to distant schools. For groups from areas too far for our vehicles, presentations are offered on the Zoo grounds.

The information in our presentations is adjusted to various age levels from age six (first grade) to adult so that everyone may enjoy them and learn from the material offered. We are also experienced in lecturing to special classes such as blind, deaf or retarded. To enable your class to benefit as much as possible from our lectures, we require that your class complete an

animal unit before our appearance.

Our presentations are available to schools from September 15th to May 1st only. For other organizations, year round. Because this program is filled for the current school year, we regret these presentations are not available until the 1981-1982 school year. To have a Docent come to your class, RESERVATIONS ARE MANDATORY. For information or reservations, call the Docent Council office at Hogle Zoo, 583-2400, as soon as possible IN THE FALL. (This year we will give the 800 lectures all of which were reserved by last November). Reservations are filled on a first come, first served basis. We are forced to limit the number of trained Active Docents available.

Following are the programs offered by the Docent Council:

Lectures for all ages over six. (First grade and up)
1. General Animal Lecture

2. Birds only
3. Reptiles only
4. Mammals only

Presentations for 4th grade and up. (In addition to above)

Lectures:

1. Native Utah Animals (also given as a slide presentation.)
2. Endangered Species
3. How Animals Breathe
4. Hogle Zoo History and Operation
5. Birds of Prey
6. Other special lectures may be possible by request.

Tours:

1. Hogle Zoo Grounds and Buildings

CONTACT PERSON:

Write or Call

Mrs. E. Pyke
3644 Oakview
Salt Lake City, Utah 84117
272-3235

4-H SCHOOL SPECIAL INTEREST ACTIVITIES

The 4-H program is designed for youth nine through nineteen years in age; nowever, the materials can be used with revised presentation for youth younger. Therefore, the 4-H school special interest activities have been used for grades K-12.

4-H school projects have been developed to help expand the standard school subjects with added activities and resources. Teachers have found the 4-H project manuals to contain very useful activities and information about subjects that they are dealing with in class. They have also used the projects as an idea source to develop expanded school programming. The fact that the project information is developed nationally or in the state by Extension specialists and national 4-H sponsors, brings the current expertise of these people right into the classroom.

The successful special school 4-H programs have included a host of projects, but this article will deal with a few and a brief description about each.

ANIMAL SCIENCE

Chick Embryology is a twenty-one day short term 4-H project, using activities and extended lesson plans, to help extend learning while waiting for chicks to hatch. It is primarily for fourth, fifth, and sixth grade students.

Veterinary Science materials include information on the normal animal, animal diseases, and immunology. Combine this with visits to a farm or petting zoo, along with other resources, to provide a new experience for all ages of students.

PLANT SCIENCE

Plant and Soil Science projects include activities which explore plants, their growth factors, reproduction and characteristics. Activities to teach about soil characteristics and how they affect plant life join those about growing plants to enable the student to explore the world of plants and soils.

Indoor Gardening has fun with container plants and terrariums to help students understand plant needs and what constitutes a proper environment for plant growth.

ECOLOGY AND NATURAL RESOURCES

Beekeeping uses a transparent hive to teach students about a bee colony and its social behavior right in the class room.

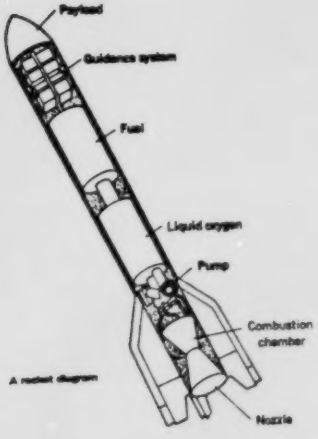
Entomology helps students learn what type of "bug" it is and how it fits into the environment they live in. Learn how to mount and display butterflies and insects from the backyard and schoolyard.

Forestry How many uses do trees have for our benefit? What types are there and how are they used? These answers and more are in the 4-H Forestry Project.

Save Now!

Wildlife is all around us whether in the mountains or city alley. This project uses many activities to help students learn about: quail, bird houses and bird furniture, squirrels, raising earthworms, snakes, wildlife foods, taxidermy, tanning skins, urban and backyard wildlife, and archery, among many others.

ENERGY, MACHINES, ENGINEERING



A rocket diagram

Rocketry continues to be a popular school science 4-H project where the participant assembles, paints, and successfully launches a model rocket while also learning how wind, weather and trajectory affect its flight.

Energy, its sources and uses, is something all youth need to understand early enough to develop proper use habits. Use this project to develop activities to teach this. Some materials are more applicable to, and developed for, preschool and early elementary age youth.

Electricity, as a project, can include activities where the youth actually build and operate a simple circuit board. Through this project many students learn safe use of electricity and how to make simple repairs in common household appliances. This teaches independence and thrift as well as safe, efficient use of our most commonly used type of energy.

HEALTH

Eye Care helps young people: develop habits of protecting and using their eyes well, develop interest and concern for their own eyesight and others', gain useful information about vision, help their families protect their vision, improve the outlook for vision in their communities. The program kit suggests related activities to extend learning with worksheets, songs and games according to age level.

Health, as a project, can take any approach needed to meet the needs of the students. It has dealt with subjects ranging from personal cleanliness and grooming to the dangers involved in the use of controlled drugs. The combined use of the 4-H materials and community resource people has made this a very flexible project.

Child Care/Babysitting, as a project, covers the basic understanding of levels of development of the youth a babysitter might be responsible for, as well as some first aid measures for emergencies. Aspects of "stranger danger" and a useful "babysitting kit" are included to give the babysitters a better sense of their responsibility and helps in carrying out their job.

SAFETY

Bicycle Safety projects help students learn about bicycle safety in a classroom setting. The project may be done as an overview of the world of bicycling or as a series of sessions dealing with various subjects. The series could also include a bicycle rodeo, where safety is shown and experienced.

Safety for All Seasons gives the class a chance to discover the possible safety hazards of each season of the year and how to prevent accidents related to them. This is an excellent way to include the school safety patrol in an education experience.

LEISURE EDUCATION

One-on-One Basketball uses nutrition for the athlete, safety, first-aid, good grooming, and proper sportsmanship, along with good basketball skill training, to teach how the game can be enjoyed by all. The school sends playoff winners by age group to county, regional, and state playoffs in the category of education as well as the game itself.

Photography, as a learning activity, has opened the door to career exploration in many schools. This project uses excellent materials, developed nationally, to grow with the student from the basic photographic skills and knowledge to the extended expertise of movie making.

Typically, the objectives and specific design of the 4-H school special interest activities are determined by the teacher and the 4-H youth agent involved based on existing needs. The 4-H youth agents are accessible through the USU Extension office in each county. The costs are only for the manuals purchased for the class from the Extension Office. Any other costs involved would be for the supplies of the actual activity.

Importantly, the one requirement of the school that must be observed is to provide a listing of participants on the standard 4-H enrollment sheet or other acceptable form provided by the 4-H youth agent. The 4-H materials are only available by arrangement with the 4-H youth agent and the enrollment process explained.

Errol Burns and Rod Kempton
4-H Youth Agents
USU Extension
4-H Office
444 South 300 West
Salt Lake City, Utah 84101
533-7755

Home-School-Community partnerships in

planning and decision making

Shared Governance...Advisory Council...Inter-agency Cooperation...Teacher Advisory Group...Parental Involvement...Individual Education Program...Inter-agency Education Commission!

What do these catchy phrases and concepts mean? What emotions do their various connotations evoke in those people who hold the traditional roles of power in our educational system? Superintendents, principals, and to a great degree teachers have traditionally controlled decision-making and educational planning. The trend, however, is toward decentralized control, to a mode of sharing decision-making opportunities. Many people in education fear this, but those who have experienced public involvement in an organized fashion find it extremely positive. They find the public creative and innovative in finding new solutions to problems and less likely to complain about change when they have had a hand in bringing about change. The public needs to understand the complicated and difficult problems of education if they are to be more supportive of educators. There are several examples of bond elections passing, parents becoming more interested in their children's education, reductions in vandalism, increased academic achievement and more--because of efforts to involve the public. The home/school/community partnership in planning and decision-making is coming. More and more people will be involved and how the increased number are received and involved will determine how rewarding the experience will be.

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WHO OWNS DISCIPLINE

An educational brochure from Westminster College of Education has appropriately quoted,"The future is not a place we are going, but a time we are creating." To create these precious moments we need to have as many choices available as possible. To be able to choose is one of the basic fundamentals in American society. Many choices we control and can delightfully expand while other choices need development with the patience and help of others. Some choices available are not accepted and if pursued need discipline.

Brookwood Elementary has opened avenues of cummunication between the students, home, community and school so consistent, desired, productive discipline can be administered effectively with partnerships. We are all different, yet our basic learning needs are so closely related. Students need to develop an understanding of general concepts, related facts and their application to actual life. There is a need to build basic values paralleling the need to develop basic skills required in today's society. Once these basic needs have developed we begin solving problems in a partnership with society. Our desire is to place this partnership as a responsibility so we are accountable for our own actions.

When difficulties arise, administering discipline is extremely sensitive. Future reality will have its foundation developed upon disciplined choices made today. No one likes to feel that his work is worthless, yet actions may have to be tailored so talents and skills, social acceptance and intelligent decisions can grow and be put to individual benefit.

For most people the future is a little misty. For children the future is so far away they have little realization that the responsibility of their actions today might very well chime success or failure tomorrow. The daily principles and operations to solve problems, to direct behavior and to facilitate personal growth falls back onto the responsibility of self. Happiness comes as a by-product of this growth process. Self-discipline is the basis of the growth process.

Collectively, the State and Local School Boards of Utah were given the challenge to "Improve student discipline in behavior and studies." An executive Advisory Committee of the heads of organizations having the best interest in behavior of youth was formed, to develop both discipline for democracy and conative education with self-discipline as their formost educational challenge. The following ten principles have been developed dealing with discipline for democracy.

* The principal purpose of all discipline is personal growth.
* Only people have rights. Schools, as governmental units, must use their delegated powers in a manner consistent with democratic practice and purpose.
* For every right and freedom there are corresponding responsibilities.
* Standards are higher and more important in a democracy: They are established by mutual consent, preserved through united compliance.

* Discipline, to be effective, must be administered firmly, consistently and fairly.
* Democracy requires firmness, governance and structure. The differences need to be fully understood.
* In a democracy all individuals must be helped to progress towards being responsible for their own existence.
* Students are to be respected as equals and viewed as to their potential.
* The greatest impact on students' behavior is the influence of personal relationships.
* Behavior cannot be influenced positively in the absence of meaningful truths.

School "codes of conduct" developed through students and teacher companionship have established basic, yet sensitive social and individual guides. Staff inservice on "How Teachers Treat Kids," on "Public Relations," along with "Tapping Individual Potential" have developed a teacher realization of instructional ownership. Community/School Group Meetings with guest speakers such as Dr. J. Lloyd Eldredge, Project Director of the Executive Advisory Committee for Behavior and Academic Discipline, have enhanced community and home understanding of our self-disciplined/ self-responsibility ownership.

The truths of the Constitution and the Declaration of Independence have acquired so much meaning that the realization of high motivation and responsibility can become self evident. With that kind of meaning, truth can be acted upon. All people in our democratic society need to understand that while rights are universal, responsibilities are individual.

Through our combined efforts, Brookwood Elementary is hoping to successfully assist students in accepting responsibilities for their actions with the outcome being:

* A sense of sweet satisfaction.
* An increased sense of self-worth.
* Improved skills.
* An increase in the desires related to individual expansion.

Individual growth can now occur with a motivational process that is respectable. A learning process that can be complimentary and a society that we have helped to become self-disciplined.

Keith Wilson
Brookwood School
8640 South Snowbird Drive
Sandy, Utah 84070
943-1973

TAYLOR COMMUNITY IMPROVEMENT COUNCIL

What can a community council do for your school? Here are some successful programs the Carl H. Taylor Community Improvement Council implemented.

ECONOMICS PROJECT: Last year, as a money saving method, our school district curtailed money for field trips outside Ogden City. Our 5th and 6th grade teachers had always done a survival training field trip. As our money will soon run out, any help we give has to have a built-in insurance to be able to do it again. Therefore, after talking with the teachers it was decided that the Council would give each child $1.00 and as an economic project the child would see how he could make it grow. The overall average made was $4.34 per child. They sold food and arts and crafts.

The original amount was returned to the council.

When a Cambodian family which had attended Taylor met with an accident, fatally injuring three members of the family, the Taylor students voted that part of the money they raised be sent to the survivors. This was truly a learning experience for all involved.

POETRY WORKSHOP: Due to another budget cut, the high school literary publication was not going to be printed. Some high school students asked the Council for financial help. A terrific idea developed, as we had been trying to think of ways of involving our older children back in our neighborhood school. This was just what we were looking for. With the generous help of the high school teacher and one of her students, a poetry workshop was set up so that the high school students came back to teach the elementary students. It was a fantastic success. In the end, the "Literary Harvest" publication not only contained exceptional high school work, but also some pieces by the students of Taylor Elementary, plus a small article on what a Council is.

DOG SHOW: It has long been a concern of the neighborhood that dogs are not being properly cared for. Sandra Raun, an ingenious person, put together a week of assemblies using a Police K-9 dog exhibition, dog groomers, a veterinarian, and a cat fancier. We conducted an art show of pet pictures and at the end of the week was a dog show with every dog and picture winning. This was a fun educational means of solving a problem.

QUILTING: A Community Education Program in school was a quilting class for students. The Council purchased quilt frames and the materials needed. The students made several quilts, which were sold to raise money to acquire a grant from the Utah Arts Council, for an artist in the school and community.

"LUCKY SUCKER DAYS": The Council purchased some sucker molds. We have sold suckers to raise money, but also loaned the molds to the Kindergarten teachers as a learning tool to make Mr. Lemon Lolly. It was an exciting class project.

SKATING: We're in our third year roller skating program. This is a good money maker but it also solves a problem of half-day planning day, and older children going home early to empty homes. With more and more families having both parents working, it is a good program for the children on this day. Our skates have also been used by the teachers to raise money for field trips and a needed phone for the school.

Before ending, I must tell you I've only mentioned our successful projects. We've had some failures but we wouldn't want them in print. I have only mentioned projects concerned directly to the school. We are much more than just enrichment programs. We just recently negotiated with the City of Ogden on a land trade for some five families involved in a slippage area. We are working on crime prevention, and a serious sidewalk problem. Our greatest effort is going toward training for citizens. An informed, knowledgeable person does a better job and feels more confident in attempting to solve his own problems which affect his daily life. We send people to workshops and training on anything from Day Care to Crime Prevention.

Taylor Council is presently funded by the Charles Stewart Mott Foundation, as a SNAP Site. We also work with the City of Ogden for citizen participation. We receive block grant money to provide newsletters and training to community members. We have one more year of Mott funding. Taylor Council has, therefore, incorporated so as to acquire future private grants.

Nikki Lovell
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Ogden, UT 84401
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THE RURAL FUTURES DEVELOPMENT (RFD) STRATEGY OF THE SAN JUAN SCHOOL DISTRICT

In the summer of 1974, the San Juan School district contracted with the Rural Education Program of the Northwest Regional Educational Laboratory to install a strategy to involve two segments of the Navajo community in district and board decision making procedures. The contract called for a 22-month involvement of NWREL and the district to train 4 facilitators in the strategy and to provide onsite consultation to project participants.

The RFD Strategy had been under development at NWREL under contract with the National Institute of Education since 1972. At the time of contact with the district, NWREL desired to further test and refine the Strategy.

The RFD Strategy calls for the formation of a broadly representative group of citizens, educators and students. These groups, called School Community Groups, engage in a seven step problem solving process, beginning with discussion of concerns and issues, gathering information to study these thoroughly, set goals, plan educational improvements and assist in implementing and evaluating these. The School Community Group is assisted in this process by a trained facilitator, who also ensures linkage of needed resource people, communications and liaison with key education personnel.

The intent of the Strategy is to achieve significant educational innovation through broad-based community support. The "content" of innovation is determined locally; RFD is a process and a value orientation about how change ought to come about, and who ought to be involved in bringing it about.

It is a model for achieving locally initiated change while preserving "local control." When successfully implemented, the Strategy provides for a fundamental structural change in a local school district, and produces or enhances decentralization of decision making processes.

One basic assumption of the NWREL developers was that after a reasonable period of experience with the Strategy School Community groups would be proficient in its techniques and procedures, thus freeing facilitators for similar work in other communities or districts.

The decision to employ the RFD Strategy in the San Juan School District was a collaborative one, involving

* the district Board of Education which agreed that the district would become an RFD pilot site in Utah, after discussions with school system administrators and community spokespersons,

* the Utah State Board of Education, which agreed to support the pilot site with training and other services,

* the Utah Navajo Development Council (a state agency) and the Navajo Nation, both groups which have an interest in district affairs and which agreed to help finance the project, along with district and state boards,

* Western Educational Services, a consulting firm charged by the State Education Department with recommending a course of action in San Juan School District,

* the Northwest Regional Educational Laboratory, which agreed to provide training and consultation necessary to establish the local pilot site and prepare the state education agency for similar efforts elsewhere in Utah, and

* the Division of Education of the Navajo Tribe, which agreed to support the project by providing a CETA position to employ one of the facilitators/trainees through the initial implementation phase.

NWREL identified two staff members who would be primarily responsible for training and implementation activities at the district level, and a third who would provide liaison to the Utah State Board of Education.

The Utah State Board of Education identified two staff members within the Community Education Unit who would serve as co-trainers with NWREL staff to the local district.

Selection of Facilitators

This step was believed to be critical by all parties. Given the language and cultural differences inherent in the area, and given the low level of communication and trust between the Navajo community and the district, the facilitators would need to be able to operate effectively under pressure and with credibility both to district leaders and local Navajo community leaders.

It was agreed to hire four facilitators who would work in pairs for mutual support. This arrangement would also give the district flexibility after the training period either to expand the project or to retain those facilitators whose performance was "most effective". NWREL had suggested the "outside " third party facilitation would be crucial, since outsiders would not be perceived by any party as having "vested interests" in the outcome of local issues.

Four facilitators were selected from a field of a dozen candidates. Two of these were "outsiders" to the district. One was a woman whose background had been teaching in a multiethnic setting in Salt Lake City. The other was Indian, though not Navajo, whose background was social work. Two others were Navajos residing within the county. One was a district staff member and the other had been a counselor with the district in the past, currently active in a Blanding group of "off-reservation Navajos" working to improve the opportunities of these people.

The immediate district objective was to assess the claims by some vocal groups that new secondary schools in the southern portion of the district were both needed and desired by the Navajo people living there.

A longer-range objective was to establish an ongoing mechanism in the district for improving local problem solving capacity through greater public involvement in district decision making processes.

Two School Community Groups were identified in the southeastern and southwestern areas of the district. This process had been accomplished in close collaboration with Chapters, local community Navajo governmental units, and the membership approved by the district Board of Education.

Initial meetings with each School Community Group revealed a number of concerns about education. Each group quickly constructed survey instruments aimed at validating the needs and concerns of these groups. The surveys were conducted "hogan to hogan" in the communities, and Navajo high school students were also asked to complete them. In all, about 1,500 surveys were completed, many of them returned with the validating thumbprint.* The desire for new high school facilities and programs closer to the Navajo places of residence was expressed almost unanimously.

Arrangements were made for a meeting between the two School Community Groups and the Board of Education, for the purposes of reporting the survey information and discussing next steps. All group members were invited and each prepared their reports, given by bilingual group members with commentary from other members in Navajo, translated for the board by one of the two Navajo board members. The board asked each group to prepare recommendations for the next meeting. At that meeting, School Community Group representatives recommended that two new high schools be built at locations generally identified in the survey.

Some six months after the beginning of the project, and in response to the SCG recommendations, the board directed the superintendent to prepare a bond election for the purpose of constructing additional high school facilities in the southern portion of the district.

The board held a series of explanatory hearings over the summer of 1975 in Blanding, Monticello, Montezuma Creek and Oljato. That fall the bond election was conducted, and a $7 million bond was approved. In analyzing the election, it is clear that Navajos turned out and voted in record numbers and contributed significantly to the passage of the measure. In fact, SCG members, with assistance provided by the Utah Navajo Development Council, had undertaken a concerted effort to advertise the election, to register Navajo people, and to encourage them to vote. This was without precedent for any local, county or state election, as was the resulting participation in the election itself.

During the summer of 1975, the facilitators began to turn their attention to requests from residents in the town of Blanding to organize a School Community Group. This SCG began to meet and engage in problem solving activities that fall, assisted by a single facilitator. Unlike the first two SCGs on the reservation, this group's thrust was immediately toward improvements in the elementary and high schools in Blanding. Over its first year of operation, this SCG succeeded in establishing a newsletter to improve school-home communication and in identifying needs for increasing the emphasis upon reading at the secondary level. The district hired a reading specialist in response, and implemented a program designed to assess and improve reading skills. The Blanding SCG, as part of its early study of needs, became interested in teacher evaluation procedures. The facilitator managed to avert

*Since few Navajo adults write, many sign official communications with a thumb or finger print.

a confrontation between the SCG and staff on this sensitive issue. The SCG requested the board review the district evaluation policy and ensure its implementation.

Meanwhile, during the second year of the project, the two Navajo SCGs continued to assist in the planning for new schools. They met with architects to give input to the educational specifications being developed. They assisted in identifying sites for the schools, and working out delicate negotiations between the district and families who had hereditary "use rights" to the land in question.

The planning process proceeded more quickly in the southeastern than in the southwestern area. This was true in part because of the site recommended by the SCG, and problems of establishing the sufficiency of water and of gaining the necessary state and federal approvals for building a school within a national monument area.

The first district high school constructed on the Navajo Indian Reservation was located at Montezuma Creek, Utah. Representatives of the Montezuma Creek School Community Group were present with suggestions and recommendations on all of the major decisions and questions that arose, such as the proper boundary for the new school attendance, the organization of the new school bus routes, attendance and grading policy and many curriculum details.

The Monument Valley School Community Group is presently active in the same process regarding the second new high school to be constructed on the Navajo Indian Reservation at Monument Valley, Utah.

The overall efforts to improve the delivery of instructional services to the Indian population in San Juan County have been very productive.

At the present time, 50 percent or 1,560 Indian students are enrolled in the district's ten schools. Each year an increasing number of Navajo and Ute parents are electing to send their children to the public schools.

Ten 16mm films have been made for classroom use. Most of the films use the Navajo legendary "Coyote" vehicle to convey instructional concepts. Many cassette instructional tapes have been developed for use in the bilingual program. A rather large collection of cultural awareness items has been organized for teacher use (photographs, books, handicrafts, tools, clothing, etc.). Instructional Teacher Guides have been printed for Language Arts, Mathematics, Social Studies, Science and Cultural Awareness.

The school district has employed many Indian people. Approximately 120 Navajo and Ute adults are presently employed as bus drivers, cooks, custodians and teacher aides. Nine certified teachers and two administrators work in the district's schools.

From the community involvement efforts there are several very tangible outcomes, and a number of equally important but less easily measured results. Among the tangible results are:

* Passage of a $7 million bond election to build new high school facilities on the reservation.

* The opening of one of these schools this year with greater than anticipated enrollment--365 Indian students now arrive at school in 40 minutes or less.

* Planning now underway for a second high school, scheduled for completion in 1981, with enrollment projected for 350 Indian students.

* Organization and involvement of School Community Groups in every community in the county. Membership of three of these is totally Navajo. Three others are predominantly Anglo.

* District commitment to retain two full-time process facilitators to conduct ongoing training for parents and school employees in the problem solving process.

Among the less tangible results are those associated with improved communication and more positive attitudes between educators and community members. In 1976, the Utah State Board of Education commissioned a third-party assessment of program impact. Key findings of that evaluation were that the program:

* had helped to improve how people felt about the San Juan schools,

* had helped resolve problems between educators and the community, and

* had greatly improved communication and understanding between community members and educators.

San Juan County School District has had generally a positive experience with community participation in decision making processes. School Community Groups and facilitators are now ongoing features of district operation.

The district's commitment to expand the project from the original two Navajo communities to Blanding, then Monticello and now all communities is a testament to the value it places upon community participation and to the ability of people to make it work. It is of crucial importance to have learned in this effort that ongoing facilitation is needed. Because of turnover of School Community Group members, Chapter leadership and board membership, continuity of constructive efforts must be assured by the district's facilitators.

Through community participation, it would seem that the district's desire to continue to operate with considerable "local control" and the local Navajo desires for "self-determination" are being accommodated and woven together. Local educators and community members made the substantive decisions and charted a course for the future.

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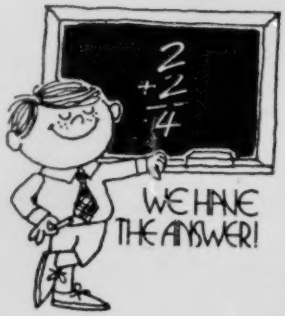

GROWING PAINS OF UTAH'S NEWEST COMMUNITY

Community Planning vs Planning for a Community in Ticaboo, Utah

Ticaboo, Utah's newest community, is on the west side of State Highway 276, approximately 55 miles south of Hanksville and 12 miles north of the Bullfrog Basin on Lake Powell. This new community was originally conceived by developer Roy May of Green River in order to provide housing for the employees of Plateau Resources Limited which operates a uranium mine in eastern Garfield County. Plateau (a subsidiary corporation of Consumers Power of Michigan) wanted to expand its mining operations and also planned to build a new uranium processing mill in the area. A mining camp already existed in Shootaring Canyon, but there was not enough room there for the needed expansion.

At its inception, the developers realized that a new community in eastern Garfield County would mean a heavy investment for Plateau. Fire protection, medical services, police protection, social services, and a school would all have to be provided. But Plateau also wanted to avoid creating a "company town." They wanted a town which would eventually become self-sufficient even if the mine and mill were to close down. It had to become a real town.

A name for the community, Ticaboo, was selected from an Indian word meaning friendly, and the developers hoped that would reflect the personality of the new town.

During the months of October, November and December of 1979, after several years of planning and preparation, the first residents moved into Ticaboo.

At the present time, Ticaboo is a mobile home community with only 400 residents, but during the construction phase of the mill, the population was as high as 650. And, if estimates are correct, the town should grow to approximately 1,500 to 2,000 residents by 1986.

Because Ticaboo is a completely new community, and partially because of its somewhat remote nature, it presents its residents with a number of challenges The cost of utilities is high. Ticaboo is not incorporated and hence has no form of self-government. The only legal entity is the county; but the county seat, Panguitch, is 270 highway miles from Ticaboo. Ticaboo is built on state land; there is no opportunity for private ownership of the land now or in the immediate future. The cost of food is high due to the long shipping distances. Postal service is poor. Ticaboo is miles from the nearest hospital. There are no recreational facilities except those offered by the natural environment. There are no theaters, no movies, no newspapers, and no local radio stations. Educating the 80 school age children of the area is difficult with a staff of only four full-time teachers, one part-time teacher and one teacher's aide to provide a full K-12 program. A general feeling of non-permanence exists among many residents. Plateau operates on a four day work week. Employees work ten hours per day Monday through Thursday, and then have a three day weekend. This allows them to work in Ticaboo but to actually "live" elsewhere. In effect, they only spend three nights a week in Ticaboo.

Probably the greatest challenge from the outset of the development of Ticaboo has been the problem of getting the community to accept responsibility for its own development. This problem of moving from planning for the community to planning by the community continues to be a challenge. Perhaps the best

illustration of this point is the struggle to build a community center.

During the early planning stages of Ticaboo, Superintendent Henry Jolley of the Garfield School District was contacted to see what school services could be provided. He advocated the incorporation of the community education concept in the further planning for Ticaboo. One concept in particular would be of value, the construction of a community center rather than just a school. Here several services could be housed in one building instead of being spread throughout the community at several locations as in other towns. The developers liked the idea and a steering committee came from the school district, the developers, the county commission, Plateau Resources, the State Planning Office, and the Rocky Mountain Community Education Center at Brigham Young University. But since there was not yet a community, no community members could be included on the committee. The idea was for the steering committee to get things rolling and to gradually turn the responsibilities for further planning over to the community as it was established.

Shortly after the first residents moved into Ticaboo, the first community meeting was held. This meeting gave the new residents a chance to voice their aspirations and plans for their new community as well as to express some of their concerns. As a result of that meeting, several community projects were begun. A health board, volunteer fire department and a local PTSA chapter were formed; a recreation committee was organized; and a newsletter was begun. Unfortunately many of those present at the meeting somehow got the idea that Plateau, the school district, the developers, and the state had already planned everything and that there was very little for them as a community to do other than sit back and wait. And for months they did precisely that; they waited, but no community building materialized. None of the community members were ever incorporated into the steering committee, but no one had ever asked to be included either, and so were not aware of the problems involved in planning a community facility. Frustration and apathy resulted. When community education classes were offered, a few people participated. Volunteers were sought at the school; few had time to give. The newsletter was discontinued, participation in the fire department dwindled, and a general feeling of discontent seemed to pervade public opinion.

Depressed uranium prices forced cutbacks in Plateau's operations, and consequently in their willingness to invest more heavily in the community. It was decided to delay the opening of the uranium processing mill for 18 to 24 months. This added further to the uncertainty of Ticaboo's future, in spite of the fact that the company openly proclaimed that mining operations
122 would be continued even without the mill.

Finally by January of 1981, many of the residents of Ticaboo had reached the conclusion that if the things they wanted for their community were going to get done, they would have to be done by the community instead of waiting for Plateau or other outside forces to act. The PTSA suggested formation of a community action group or a community council, and in February the group was formally organized. Immediate concerns which came to light at early meetings were not only "How do we get our community center?" but also, "What can we do about law enforcement, recreation, and beautification?" Several subcommittees were organized to deal with these concerns and enthusiasm on the part of community residents skyrocketed. By the third meeting of the council, the number of people involved had doubled. Small successes were beginning to be realized, among them: a deputy sheriff was assigned to the Ticaboo area on a full-time basis. A recreation committee began working to assess the possibility of building a multiple use tennis court and to increase playground facilities. A Wednesday evening activity night at the school was organized--primarily for the children, but adults were encouraged to get together to socialize and perhaps play cards or other games. The community council held its first fundraising activity--a flea market and bakesale--and decided to continue this activity periodically.

A community center building committee has recently been organized to investigate possibilities for funding and construction. This committee is now seeking interaction with the steering committee and is anxious to gradually assume the responsibility for finding the necessary funds to get the facility built. The steering committee will continue to serve, but as a resource for those who actually live in the area instead of in the role of planning for them.

As with many communities the same people who are involved in the PTSA, health board, fire department, and other volunteer activities are also those who actively support the community council. A continuing challenge is to muster support from a greater part of the community. This will take time, but as success builds upon success, more people will want to get involved and perhaps even remain in Ticaboo on weekends too, making Ticaboo their "real" home.

We have begun, but the road to total community involvement and control is yet a long hard road. Continued effort will eventually allow Ticaboo to become a self-directed community.

Mr. George Jolly, Principal
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Ticaboo, Utah
Moab Operator Plato 2251

GRANITE DISTRICT PTA REACHES OUT TO THE COMMUNITY

For years the PTA has recognized that the learning process is a continuing one; it is a lifelong process that involves the entire community. In Practical Handles II, the conception of the PTA Commission on Community Education in Granite School District was discussed. For the benefit of those who have not heard about this commission, a short recapitulation is included here.

Two of the largest service groups in education, PTA and Community Education, accepted the opportunity extended to them by John Reed Call, Superintendent of the Granite School District. Superintendent Call proposed the addition of this new commission to each of the eighty local school PTA boards. These commissions functioned as a pilot project during 1979-80. The commission promotes programs and activities to meet the needs and wants of community residents. Each Community Education Commissioner, working with his/her commission, represents concerned citizens working together to improve their individual and collective situations through service to others, mutual trust, and respect. Dr. Call suggested that the eighty local PTA Commissioners of Community Education be selected from the community at large, not limited to parents of school children in kindergarten through grade twelve. Retired persons, senior citizens, young marrieds, single adults, and non-parents give a new dimension to local PTA boards.

This PTA Commission on Community Education is unique to Granite School District. A comparable position does not exist in the National or State PTA or Community Education organizations. Because of this, local PTA Commissioners on Community Education in Granite have the opportunity to actually work at the grass roots level with a brand new idea. They have the opportunity to do what we hear about and read about daily in the public media. They work with friends and neighbors in their community to make their neighborhood a better place to live. They are creating opportunities for children, adults, and senior citizens.

Everyone says "But what can I do about it?" These commissioners are working with the entire PTA organization and the Community Education Department in Granite School District to develop and implement programs to improve their neighborhood. What one commissioner does in his/her community may be completely different from what another commissioner is doing at the school just down the road. The needs of each school community may not be the same as the needs of other communities in Granite District. Just as each individual is unique, communities are also unique and have personalities of their own.

During the 1979-80 school year, a PTA community survey was conducted in most of the schools. On the basis of the findings of this survey, school PTAs were urged this year to select one major project (or several smaller projects and activities) to address the expressed concerns. Projects have been selected with a broad community emphasis rather than a narrow individual school focus. Following are some examples of projects undertaken during 1980-81:

Joan Palmer tells about
Granite's unique P.T.A./
Community Education System

* Community Christmas crafts carnival
* Voter awareness and information
* Babysitting clinics
* All-volunteer community school
* Preparation of modules for gifted students
* Community school for the handicapped
* Community art fair
* Workshop on effective utilization of television
* Anti-vandalism weeks
* "Telephone tree"
* Community orientation meetings

A district-wide project of the PTA Commission on Community Education was the development and implementation of a workshop on child abuse and neglect. This workshop was developed in response to the community survey that was conducted which indicated that child abuse and neglect is a prime concern of residents living in Granite School District. Several of the local commissioners had input into research work done to put together this workshop.

The highlight of our presentation at the Third Annual Practitioners' Workshop was the presence of four local Commissioners on Community Education who discussed the projects they developed in their school areas. These projects were as follows:

* A packet of information for newcomers to the Lincoln Elementary School has been prepared. The packet, which contains information on the school and the surrounding community, was discussed by Brenda Criddle. A list of telephone numbers that would be helpful to new people in the community has been included in the packet.

* Brenda Forester is currently formulating a career awareness project for Meadow Moor Elementary. Some type of program is being developed for use on each grade level. Of particular interest is the vehicle career day being planned for the primary grades. The PTA is working with interested school patrons in its development.

* Beverly Bateman discussed the senior citizen volunteer program that has been established at Pioneer Elementary. The program, which has extended to individuals other than senior citizens, has proved to be effective. The volunteers work in the media center and in the classrooms tutoring math and reading.

* A neighborhood crime watch system that covers the entire Wasatch Junior High School area has been instigated. The Community Education Commissioner, Ron Lambson, is walking door to door to urge residents to be alert to potential crimes. A packet of information on how to reduce crime in neighborhoods is being distributed.

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Dr. Patricia T. Gurr addresses Practitioners Workshop 1981

IMPLEMENTING THE IEP THROUGH A TEACHER ADVISOR PROGRAM

Several years ago, while evaluating our educational program at Hurricane High School, we felt a need to develop a more positive personal relationship between students and faculty members. A logical means to accomplish this seemed to be the implementation of a teacher advisor program to provide an additional teacher/student contact outside of the regular classroom setting. Our original anticipation for such a program was to assist in providing a more meaningful educational experience for students and create a greater awareness of individual student needs.

The beginning stages of developing our teacher advisor program consisted mainly of examining other programs throughout the state.

Keith Steck of the State Office of Education was extremely helpful in coordinating this phase of the development.

After considerable research and several inservice sessions with our staff conducted by members of the State Office of Education, we chose a staff committee to develop our program during the 1978-79 school year. To assist in the development of the program we were awarded a $6,000 grant from the State Office under the direction of Dr. Ferrin Van Wagoner. Most of this amount was utilized in providing inservice training and stipends for those participating in the program.

To accomplish our overall goal of broadening our guidance program, we established the following objectives:

1. To help the school staff be more aware of and responsive to the needs of our students.

2. To help our students accept more responsibility for the decisions relative to their educational program.

3. To provide for at least one staff member who will share with the students the responsibility for their educational program.

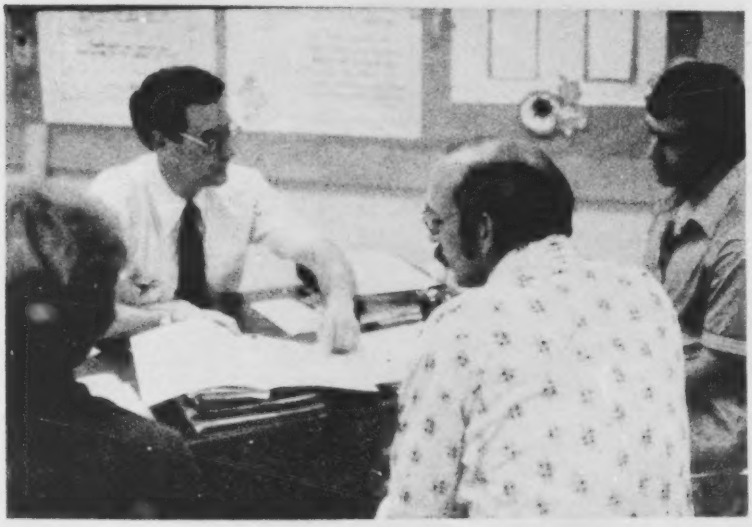
4. To help promote a program where parents can be more involved in the educational and vocational plans of their child.

5. To help promote a positive relationship between staff members and students, thus resulting in a more caring, supporting climate in the school.

6. To help us be more effective in meeting the state guidelines which require each student to develop an individualized program and to review it annually.

7. To help us be more effective in developing individualized plans for the handicapped by correlating the efforts of all staff members involved.

As we looked at other advisory programs, we observed that many had the tendency to be rather demanding upon the teacher advisors in areas such as record keeping, direction of interpersonal relation activities, and extensive personal counseling. As demands in these areas increase, the overall effectiveness of the advisor program tends to decrease. With this in mind, we attempted to keep the basic format of the program as simple as possible. To accomplish this, we established minimum guidelines which each advisor is expected to maintain. Flexibility was built into the framework allowing individual advisors the opportunity to extend beyond the minimum guidelines.



Actual implementation of the program began in the fall of 1979. It involved the advisors in meeting with the students assigned to them as often as necessary to accomplish the following:

1. Develop and up-date the students' Individual Plan;
2. Pre register and finalize the students' class schedule;
3. Discuss career exploration, graduation requirements, and other personal or pertinent information.

Normally, this requires six to eight conferences during the year and at least one of these conferences is a student/parent/advisor conference where the student's IEP is updated. This conference also forms the basis for the students' pre-registration for the following year.

Our advisor system has been in operation for two years. For the most part, we feel very good about the progress we have made toward reaching our objectives.

Areas where we have experienced particular success include:

1. Pupil-teacher relationships seem to be better. More students are looking to their advisor for assistance with personal, educational, and vocational matters.

2. Each student in the school has an Individual Plan which is updated yearly with his/her parents and advisor.

3. The registration process at the beginning of the school year has been more effective.

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GLENDALE SCHOOL CLIMATE CONFERENCE
THE COMMUNITY CAN INFLUENCE THE SCHOOL SYSTEM

Being a new Principal at the Glendale Intermediate School, Mr. Hart wanted to find out how the community and students felt about the school. Hence came the plan, "A school Climate Conference". The idea being to get the parents, the students, and the teachers together to discuss the things they felt good about at Glendale, and also their concerns of what might be felt to be wrong.

A personal contact was made to several parents by the P.T.S.A. President asking them to participate. After a commitment to participate was made, a follow up letter was sent from the Principal explaining what was to happen. I should mention at this point, that before the original contact was made, the principal discussed the conference possibilities with the school improvement council. They were very much in favor.

The conference was held on October 21, 1980. The parents met with the principal for refreshments and instructions at 8:45 - 9:30. They were informed they would meet with 15-20 students in an advisory period, where the teacher would conduct an informal discussion among them all to arrive at some positive aspects and also whatever concerns there were.

They were then instructed that after the advisory period, they would visit two classes of their choice. After these classes at 11:15, they were to be guests of the school at lunch in the cafeteria. After lunch they had the opportunity to visit with the principal to discuss their observations based on class visitation.

It proved to be a very enlightening morning for all concerned. The parents felt good about it, the students loosened up and the teachers observed much.

The five positive aspects mentioned most were:

* Explo Activities
* Good Teachers
* Good Administration
* School Activities
* Variety of Classes

There were many others: school spirit, good facilities, intermurals, dances, good discipline, most liked school, student achievement, counseling, cleanliness, no alcohol or drug problems, good atmosphere, liked advisory period.

The most mentioned concerns were:

* Cafeteria food
* Student fights
* Bus Drivers
* More consumer education
* No flags in school
* Too much homework
* Noon time activities
* Discipline
* Some Teachers
* School too long
* Student disrespect
* Restrooms
* Litter in halls
* Locker too small
* More parent involvment

After these concerns were compiled, they were presented to the school student government and the school improvement council for prioritizing. A list was then given to the P.T.S.A. and the school community council.

The items keyed in on were:

* Cafeteria food.
* Student disrespect for each other.
* Student fights.
* Restrooms.
* Noon time activities.
* Litter in halls.
* Discipline.
* No flags.

How concerns were met:

a. Committee was set up through the School Community Council to look into cafeteria. They met with the cafeteria manager. At the present we have a new cafeteria manager; she is very cooperative and things are much better.

b. Principal visited personally with all classrooms to discuss concerns over disrespect and fighting. Teachers were made more alert and discipline was beefed up. An in-school suspension program was instigated. Results were less fights, better discipline, less problems.

c. Principal had restrooms opened (more of them) and made sure they were better cleaned.

d. Police Athletic League and Community School started noon time activities in the gyms and ping pong in the multi-purpose room. There was also a volunteer through the volunteer coordinator for noon time supervision of the halls. This procedure had cut down on noon time problems 100%.

e. Litter in the halls is being worked on, but seems to be an un-ending problem with teenagers.

f. Flags have been ordered for each room in the school.

From my observation of this school climate conference, it should be done on a yearly basis. It really seems to bring many things to your attention that you are unaware of. It also brings a sense of togetherness between teachers, students, and parents.

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THE COMMUNITY EDUCATOR AS A CHANGE AGENT

All of us in Community Education are interested in and involved in change. It is hard to imagine a community educator who isn't involved in change constantly taking place within the school community environment.

Since we are in the change business, linkers and facilitators in bringing the home, school, and community into a closer working relationship, it would seem critical to our success that we understand the change process and some basic principles which underlie effective and lasting change.

The basic principles listed here, and the implications these principles have for the change agent, represent knowledge gained from several years' experience by a number of people who have worked to bring about a home/school/community partnership in education.

Creating Change

Principles of Change	Implications For The Change Agent
1. People must see the need for change and have a basic desire to change.	Don't try to sell people a "bill of goods". Work with them at their level.
2. People generally do not change any faster than they gain understanding.	Find out where people are, where they would like to be and, in a facilitative way, help them to get there.
3. People affected by decisions should have a voice in helping make the decisions.	A decision to try a particular innovation should be a group decision by those who will be affected.
4. People are more receptive to change when they can control it.	Change agents are generally more effective functioning as catalysts, process helpers and resource linkers rather than as advocates or so-called "experts".
5. Interest and motivation are sustained in participants involved in the change process to the degree they experience a sense of accomplishment.	Help people have meaningful success experiences early in the project.
6. Change is generally an incremental process.	Don't become impatient and dissatisfied with the change process. Be content with small successes.
7. Orderly and systematic processes incorporated into the change process enhance the likelihood of success.	Go a step at a time. Do not overlook a critical step in the developmental process in the interest of expediency.
8. Change is best brought about through trying something out on an experimental basis first before attempting full implementation.	Field test the innovation on a limited scale first.

9. Organizational change is usually the result of one or more of the following factors: - reorganization - external pressure - change in policy or direction	Most innovations require changes in the system to accommodate the innovation.

How well do you think you can apply these principles to real-life situations? Would you like to try? Read the following situations and choose an alternative for each which you feel is most compatible with the principles outlined in this article.

Situation: As a new community school director assigned to work at the elementary school level, you want to do what you can to enrich the school curriculum through greater utilization of community resources. What would you do first to get the ball rolling:

(a) Ask the principal if you can make a presentation in faculty meeting.
(b) Establish a school advisory committee.
(c) Spend time with the principal and the teachers getting acquainted and finding out what their needs are.
(d) Do a needs assessment

Change principle(s) in operation _____

Situation: As a community school director, you want to start a community council. You are successful in getting a representative group of the school and the community together. After officers are chosen, simple by-laws drawn up and basic orientation completed you decide to:

(a) Spend the next several weeks training the council in problem solving and group effectiveness skills.
(b) Do a rather detailed needs assessment.
(c) Do a simple needs assessment, set some goals and get to work on something.

Change principle(s) in operation _____

Did you find the change principles helpful in choosing alternatives? If you chose alternatives in both situations, you applied the principles correctly.

Progressive community educators are change agents. Change agents can be effective to the degree they understand the change process and the principles which underlie effective change; and to the degree they are willing to apply these principles to real-life situations.

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HOW A BOARD OF EDUCATION PLANS FOR THE FUTURE THROUGH INVOLVING THE PUBLIC

NOTE: The following article describes one situation where a Citizens' Advisory Committee was organized for a specific purpose. It is not the only committee organized but perhaps represents the philosophy of the North Summit Board of Education in regard to public involvement in education decision making.

In August 1980, the Board of Education of the North Summit School District appointed a Citizens Advisory Committee to develop recommendations for improvement in district programs and facilities. The following individuals served on the Advisory Committee:

Lewis Beck	Clinton Dillree
Brent Ovard	Scott Richins
Alan Simister	Gary Smith
D. Kay Richins	Kenneth O'Brien
Sheldon D. Richins	Bryce Bell
Rex Smith	Kay Wilde
Grace Pace	Darrell White

After five months of meetings, visits to schools, public hearings and other activities, the committee completed its work and reported recommendations to the Board of Education in the January, 1981, Board meeting. These recommendations will become part of the Ten Year Master Plan which is being prepared by the school district.

The committee's report contains a total of thirty-five recommendations covering a variety of improvements in both program and facilities. When the Master Plan is completed, these recommendations along with the Board plans for implementing them will be discussed with all interested citizens in public meetings. It is the intention of the Board of Education to involve the public as extensively as possible in the development of plans which affect the future of the school district.

One of the important recommendations made by the Advisory Committee involves the expansion of Vocational training programs for students. The committee recommends that every effort be made to provide a greater variety of vocational programs utilizing out of district resources such as the community, business, industry, area vocational centers, technical colleges, etc. The committee further recommended that the district should assist graduating seniors in finding appropriate placement in college, technical school, apprenticeship, military, job, etc.

Another important recommendation of the Advisory Committee was the construction of a new elementary school. Committee members felt that this should be the top priority for the school district. The present elementary school was constructed in 1936 with an addition in the late 1950's. The older part of the building is beginning to deteriorate and requires

excessive maintenance and energy expenditures. Enrollment in grades K through 4 will exceed the capacity of the building by 1983 or sooner. Because of limited acreage, outdoor activities are inadequate and present safety hazards.

Further information concerning these recommendations and others made by the Advisory Committee will be included in future public meetings with the Board of Education.

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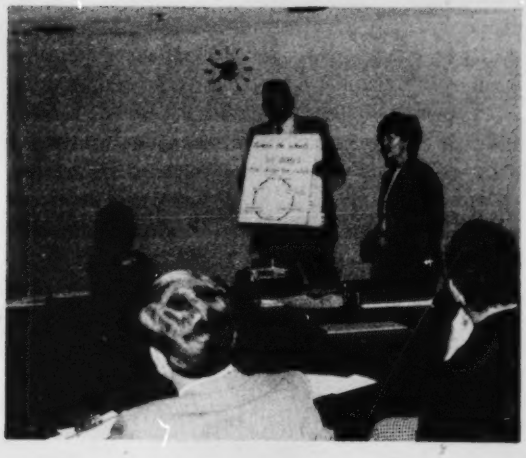
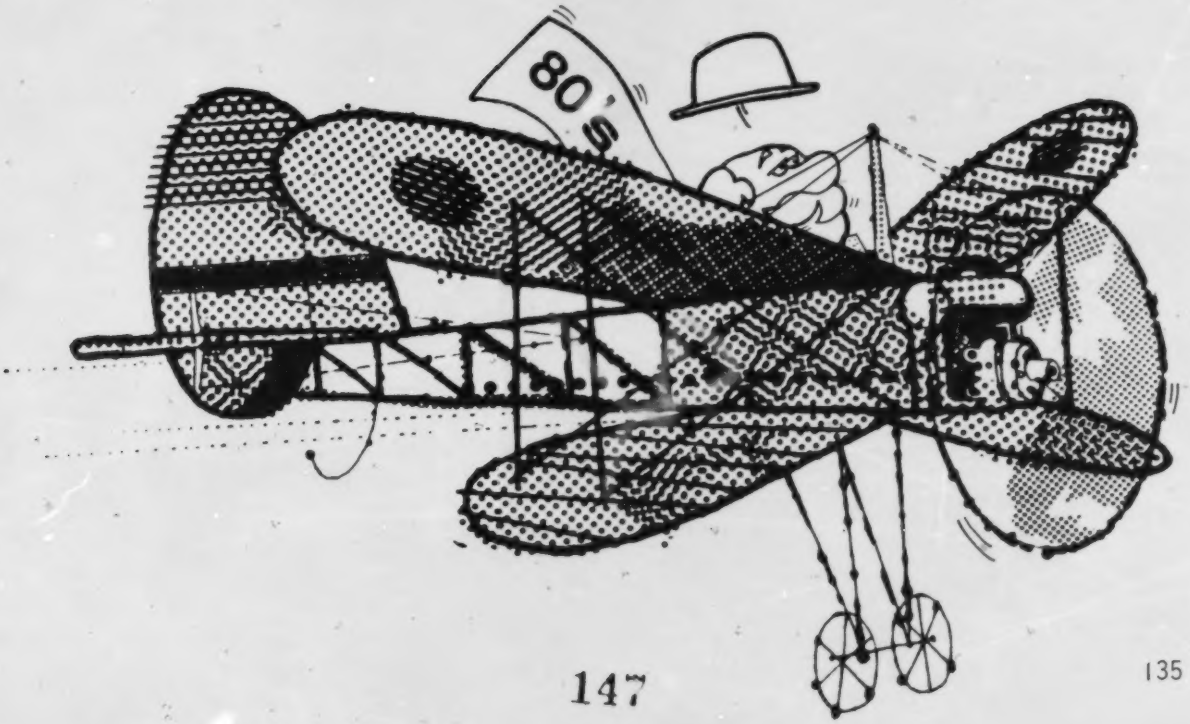


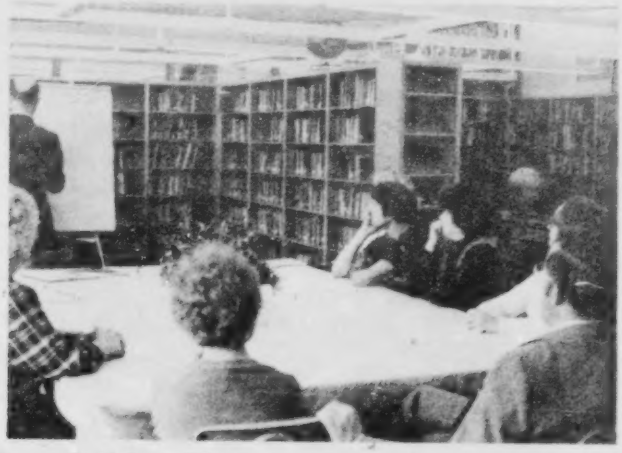
Joan Burnside reported how a State Board can involve the Public for future planning.



PARENT/TEACHER/STUDENT
PROBLEM SOLVING COMMITTEE

In the fall of 1979, Evergreen Jr. High School had just received its third new principal in three years. For a number of reasons communication between community and staff was very limited, teacher credibility in the eyes of the community was very low and criticism and antagonism were evident.

Following up on a suggestion by the principal, Lee Gledhill, a luncheon program involving parents (PTA leaders) and faculty was initiated. From the initial luncheon activities, a school-community problem solving committee has evolved, and now a third component, involving the students in the process, is also emerging.



A general outline of this effort is here submitted:

A. Luncheon: Faculty and parents were brought together in a setting where problems, conflicts and frustrations could be surfaced with minimum risk and confrontation and where areas of unity, common goals and concerns could be developed. This was done in the Spring of 1980.

1. First luncheon: General sharing and discussion to build an awareness of the positive efforts and attributes of both faculty and parents (PTA).
2. Second luncheon: Actual focus on the types of problems and concerns that both teachers and parents are confronted with. With an ultimate focus of "what can we do to deal with these problems?" Some keys were, discussion and consideration of problems with all sides having input. Gradually we built understanding and credibility. From these luncheons evolved the next step - a problem solving committee of faculty and parents.

B. School Problem Solving Committee:

A group of approximately 6 parents and 6 faculty (also soon to include students) who meet monthly prior to faculty meeting and discuss concerns, problems, criticisms, etc., that arise. Problems and concerns are evaluated as to the proper and best procedure for handling them. Some are directed to the Principal, some to the

Studentbody, some to the Faculty (individual members and group) and some to a combination of the above. Usually at least one general problem is brought to faculty meeting each month. The problem is presented to the faculty by a designated PTA member, and discussed by the total group.

Some of the concerns brought before the committee to date include: Papers and notebooks not being passed back to the students, students being held late in one class thereby arriving late to the next, use of foul and abusive language in the school (both students and teachers), no record of assignments handed in (papers lost by teachers and also students who claim they turned in assignments, but didn't), various grading practices that create problems or seem unfair and abuse of school telephone by some students.

Reaction to the problem solving committee is typified by one teacher who recently commented, "Whatever happens next year, I want to say that this process (committee) must continue, this has been the best thing to happen to our school."

We have witnessed parents (PTA members) in problem solving committee meetings with their mouths agape saying "...you mean you really have to face that kind of problem in school?", and staff in faculty meeting saying, "...you mean parents and students really see that as a a problem?"

The communication, credibility and partnership that is developing from this shared school/community involvement is really exciting.

C. Student Involvement:

The third aspect of this project that is just now starting to evolve is student involvement. Parents and faculty are finding that bringing students into the problem solving process can often be the quickest, easiest route to the solution.

A recent example was the use of foul and abusive language in the school. Parent concern and determination to do something had PTA members checking out county ordinances on bad language usage and talking to district assigned police officers with the ultimate possibility of "ticketing" students who break the ordinance. A suggestion to first present the problem to the students, rather

than just "tightening the screws", was accepted.

Parents and teachers met with the student government class to discuss the problem. Initial "universal" reactions were, "...if you try to stop them from doing it, they'll just do it more". A suggestion to at least get some information and survey the student body to find out what they think, was encouraged.

Student government officers began building a survey and with it excitement grew. An initial pilot survey of 30, was expanded into a total studentbody survey. The survey and the resulting discussion has already greatly improved the problem. Although other followup activities are possible, both faculty and students agree that the problem has been greatly reduced with just this simple effort.

We optimistically feel that we are just beginning to learn of the benefits that can come with parents, faculty and students working hand in hand to communicate and to share problems, concerns and solutions.

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HOW DOES EDUCATION DEAL WITH THE PROBLEMS OF RAPID GROWTH?

UTAH--ONE STATE'S APPROACH

Pretend for a moment that you are a school board member in a school district of approximately 5200 students with a standard, annual growth rate of about 250 new students. Now think about what it would mean if, on the basis of fairly reliable data, you were informed that in less than 8 years your district could grow by nearly 3800 students, this figure being above and beyond the standard growth patterns for the district. What would you do?

This problem was precisely the one facing the school board members of Uintah County, Utah, as they began reviewing the potential impact of rapid community growth on their educational system.

BACKGROUND

Uintah County is located in the energy-rich Uintah Basin of Eastern Utah, where abundant supplies of conventional petroleum, oil shale and tar sands are slated for intensive development in the next few years. Historically the Basin has been a ranching area populated by a hardy homogeneous population with roots going back a century to the time of the pioneers. Before that, and present still, is a small but significant Ute Indian population. The population of the Basin prior to energy development had been in a steady, slowly declining pattern for several years.

While residents have been aware of the energy resources of the area for many years, exploitation of the resources did not commence in earnest until the early seventies, when several oil companies expanded their conventional oil drilling operations in the area. In the past 10 years, the skyrocketing price of crude oil has finally made the development of synthetic fuels (i.e., oil from oil shale rock) a financially rewarding venture. At present, there are better than 15 projects proposed (or initiated) to develop the oil shale and tar sands deposits of the area.

PRESENT POPULATION TRENDS

During the early seventies, the Basin population reversed its historical decline, and after a "mini population boom" has shown slow but steady growth. The projected energy (and related) developments, however, threaten to turn this steady growth into a full-fledged population "boom" which would better than double the Basin's population in less than a decade.

THE PROBLEM

As a result of population growth of that magnitude, the school district and the educational policy makers, i.e., school board members, are faced with a host of problems which they must address. Not only do they have to provide an adequate number of classrooms and teachers, they also have to deal with problems in recruiting and retaining quality teachers (who are often offered more financially rewarding positions in private industry), and with a growing number of social problems which affect the schools--high transiency and turnover, increases in alcohol and drug abuse rates, increases in the incidence of divorce, depression, child abuse, etc. Finally, but certainly not least, is the problem of conflicting cultural and lifestyle values between a group of long-time settlers with similar cultural and religious values and newcomers who bring with them a variety of beliefs and modes of conduct which oftentimes clash with the established norm.

WHAT TO DO?

The question of what to do about these problems has been a growing concern in the minds of school board members and the school district staff for some time. With technical assistance provided by the Utah State Office of Education, the local school district decided to employ a process we call "community-based educational planning."

WHAT IS COMMUNITY-BASED EDUCATIONAL PLANNING?

Community-based educational planning is a process which utilizes the leadership of the school district to address problems which impact the schools and the community. The process can be thought of as including four distinct but related areas: (1) the establishment of a community structure which includes representation of the public education system, local government, local and/or regional officers of state government, the general public, and other interested groups, (2) the identification and mobilization of a wide range of resources to support planning efforts and strengthen planning capabilities, (3) the adoption of systematic planning processes, and (4) capacity-building at the local level.

1. Establishment of a Local Structure

   In order to effectively oversee a comprehensive educational planning effort, we found that setting up a community structure with "steering" responsibilities was essential. In the Uintah Basin, the steering committee which was brought together included representation from the school district office, the PTA, the school board, the local vocational center, the university extension center, an energy planner with the local association of governments, the Ute Tribe, the local department of social services, the Chamber of Commerce, and the local Employment Security office.

   While there's always a danger of having so many members that the committee becomes unwieldy, we have found that a group of 15-18 people can function quite effectively.

   The steering committee has four primary functions: (a) to coordinate the planning process, (b) to work with the school board(s) in identifying priority problem areas to be examined, (c) to involve through a variety of means (surveys, citizen task forces, community meetings, etc.) community agencies/groups/individuals interested in the planning process, and (d) to assist in the implementation of outcomes from the planning process.

   In the case of the Uintah School Board, that body has chosen to organize and appoint citizen task forces to explore, in depth, the various problem areas which the board, the district and the steering committee have identified as priority areas.

2. Identification and Mobilization of Resources

   This is a lengthy and time consuming process and one which often leads to discouragement. Often there are formal and informal barriers to the "tapping" of unused or underused resources in the community. Many times these barriers are just a result of "the way we've always done things" which translated means that, "I do my thing and you do your thing" when it comes to getting agencies to work together. To try to counteract some of the "turf protection" which often takes place, we wanted a broad spectrum of community agencies to participate in the steering committee, and a number of them accepted. We hope that the steering committee will provide a mechanism to increase the likelihood of collaborative working relationships among agencies.

Another common barrier has to do with the fact that we've never (or at least, rarely) considered the lay citizenry as either interested or capable of getting involved in fact-finding and decision-making processes. This mentality leads to vast underutilization of a pool of potential volunteers who are left to concern themselves with "punch and cookies" at their local PTA.

One of the ways we are attempting to deal with this issue is by making presentations at those civic/service/cultural clubs which will state an interest in knowing more about the problems of rapid growth, and specifically how those problems affect the educational system. While many individuals may not be concerned about the abstract notion of growth-related problems, they can personalize that when they begin to think about what it will mean for their kids attending school. Participants on the citizen task forces have largely been drawn from individuals identified through the informational out-reach process. The use of media (local newspapers, "talk" shows on the local radio station) have also been used to this end.

3. The Adoption of Systematic Planning Processes

One of the responsibilities of the state staff working as facilitators in this process is to assist the steering committee and citizen task forces to follow a systematic process of problem definition, data collection, identification of priority needs, exploration of options (including identification of program requirements to meet priority needs), evaluation of options, development of recommendations and implementation of plan. By providing training and assistance in this area, we have broadened the base of citizen involvement in decision making and have built a base of support and understanding for final decisions made by policy-makers (i.e., School Board members).

4. Capacity-Building at the Local Level

The process of public involvement in community-based educational planning is, simultaneously, a process of training and capacity-building at the local level. One of the greatest misconceptions, in our belief, is that "planning" is something to be done by "planners"--individuals who conduct studies and prepare technical treatises--sometimes rather obscure to those not "in" on the jargon of "planners."

Our perspective of "planning" is that it encompasses a series of tools which can assist in the design of a desired future.

The chief planners for society (communities, states, etc.), are or should be those elected by the people to serve as policy makers--school board members, city council members, county commissioners, legislators and others. However, "the people" generally should also be seen as planners, participating in a variety of planning processes and activities. Those with job titles as "planners" whould be able to contribute specialized assistance to the process, acting as facilitators, furnishing needed information, or providing technical assistance. Jointly, policy makers, their staffs, and the people they work for--the community--can take effective steps in creating the quality of life they all desire.

In order to implement this philosophy in our work in the Basin, the State Office of Education has made available a resource staff who work from a community education process base to assist (as facilitators) the steering committee and task forces to do their work and to refine their own process skills in planning.

The box below lists some elements of what community-based educational planning is and, more importantly, isn't. We are still developing and refining the process as we build on our experience in the Uintah Basin as well as in several other rapid-growth districts in Utah where this process is currently being implemented.

Our experience with this approach has, so far, shown that the process has great utility in dealing with education-related problems in communities facing rapid growth. The process is often difficult and time consuming, and it certainly isn't a panacea for all problems. Nevertheless, we are convinced of its value based upon the outcome we've already seen take place--a stronger identification between the schools and the community as joint partners working to forge a future from which all can benefit.

WHAT IS COMMUNITY-BASED EDUCATIONAL PLANNING?

WHAT IT IS:

It is a process which:

1. provides for input and representation by a broad base of community members.
2. allows local citizens and policy makers to decide what they wish their own (and their children's) future to be.
3. builds the capacity (skills, resource base, etc.) of local citizens to work toward making the desired-for future a reality.
4. provides local policy makers with a solid base of data concerning issues of community interest/concern, so they (the policy makers) can base their decisions on the best available information.
5. provides a mechanism for ongoing citizen input to the policy makers and builds a broad base of community support for the decisions made by policy makers.
6. builds coalitions among community groups/agencies/individuals in order to deal with problems from multiple fronts.

WHAT IT IS NOT:

This process is not:

1. rigid: what works in one community may not work in others, so the process needs to be adapted to fit local circumstances.
2. a tool of state agencies to promote their own agenda. State level resources are mobilized to provide support and assistance in meeting locally relevant issues/interests/concerns.
3. a "quick fix": it takes time to build a trust, working relationships, and to do a good job in identifying problems, exploring options, making recommendations.
4. a way to "rubber stamp" the goals of the few.
5. a panacea for all problems!

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RECRUITING BOND SUPPORT THROUGH PUBLIC INVOLVEMENT

Under the direction of Dr. Harold Johnson, North Sanpete District has shown a remarkable increase in confidence in the public school system as evidenced by the patrons passing a $6.9 million dollar bond election. Following are public involvement strategies that were used to gain the voters' confidence.

1. The patrons needed to have a strong confidence level in the administration of the district and the Board of Education of the district.
2. The people of the district needed to know the needs and alternate solutions to these needs.
3. As many patrons as reasonably possible needed to be involved in the planning process.

The following procedures were followed:

1. Shortly after school began in 1979, during the month of September, community meetings were held in each community of the district.
2. A special slide/tape presentation was presented entitled, "Looking Ahead." This presentation outlined present building conditions in relationship to their evaluation on the state criteria.
3. The educational plans for the forthcoming year were presented to the community.

Those participating in the community meetings were requested to make nominations of their community members to a special Ad Hoc district committee to evaluate the educational facilities and make recommendations to the Board of Education. Nominations were prioritized and patrons selected from each community to formulate an overall Ad Hoc Committee. The task of this Ad Hoc Committee was "to evaluate the present and long range school building needs and to make recommendations to the North Sanpete Board of Education including alternate solutions." The committee was broken up into several subcommittees and each of these made a formal report with recommendations. The Board accepted their recommendations and established the procedure of new construction as the best solution.

A slide/tape presentation was developed and meetings were held in each community followed by question and answer periods. Presentations were made to various service clubs, citizen groups, city councils, and civic groups. The news media was well informed in advance on all meetings and cooperated to the fullest extent.

Support was obtained from approximately 100 leading citizens within the school district and a half-page ad paid for by private funds was run in the local newspaper listing the names of these citizens as supporters of the bond issue. Also, a week prior to the bond election, information was mailed to all patrons with reference to the bonding program.

As a result of these and other public involvement activities, the District, which was torn apart by strife two years before, passed a bond election for $6.9 million dollars by a 2 to 1 majority. The District presently has plans for patrons to prioritize programs in the schools to meet legislative cutbacks.

Public confidence in the schools has greatly increased in North Sanpete School District and the staff is very optimistic about the future. Public involvement has become more than lip service.

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Interagency Cooperation

2+2=6 (Ideal)

2+2=0 (Reality)

INTERAGENCY COOPERATION

Despite the shortage of financial resources, there is no shortage of agencies created to serve society and to disperse and utilize, in various ways, the monies which are in such short supply. Because a high degree of overlap exists in the clientele those agencies serve, there is a high possibility of unnecessarily duplicating the services rendered to various individuals. Cooperation would seem to be the obvious answer, but because each agency has it own structure, history, target population, facility, source of funds, and ego, each tends to operate in isolation from the rest. How can this unnecessary negative competition, fragmentation, conflict, and duplication be avoided? Not easily. But whether it is called coordination, cooperation, collaboration, partnerships, or alliances, working relationships among our multitudinous agencies must be achieved.

"THE DEVELOPMENT OF A PROGRAM FOR
DEVELOPMENTALLY DISABLED PRESCHOOLERS
IN SAN JUAN COUNTY"

This presentation would be of interest to:

- parents of young handicapped children
- DD/MR DFS workers
- school district administrators
- public health nurses who work in infant stimulation
- persons presently coordinating/teaching in preschools for normal children.

San Juan County, located in rural Southeastern Utah, covers an area of 7,784 square miles. It encompasses some of the most rugged terrain in the United States. This area has had no center for comprehensive services for developmentally disabled children. However, since the late 1970's a growing number of developmentally disabled children have been identified. In 1978-79, the Services Division of the Exceptional Child Center received a contract from Utah State Division of Family Services to train social service workers in rural areas of Southern Utah in techniques of working with handicapped preschoolers. A team from the Exceptional Child Center (consisting of a psychologist, speech therapist, physical therapist, or occupational therapist, and special education) made five visits to each of four sites between September, 1978 and June, 1979. Blanding was one of these sites. The interdisciplinary team evaluated each child individually on the first visit, made recommendations to the parents and social service worker. Each child's progress was monitored during the three following visits, and the children received a final re-evaluation in June of that year. Although the (training) Exceptional Child Center--DFS (state level) contract ended in June of 1979, the Blanding DFS district was interested in establishing continuing services for its developmentally disabled preschoolers. They then hired a home intervention specialist who made weekly home visits.

Parents of developmentally disabled preschoolers in the Blanding area formed

a Special Needs Association, a local chapter of Utah Association for Retarded Citizens. They became active in seeking a center-based program for their developmentally disabled preschoolers.

The Division of Family Services responded to their request by soliciting proposals for a program. The Exceptional Child Center responded and was awarded a contract to establish and run a preschool program. The program has two components:

1. A center-based program operated in Blanding, Utah.

2. A home-based component which operates throughout the county.

The program was begun in December, 1980. The objectives were as follows:

1. To identify developmentally disabled preschoolers in San Juan County.

2. To enroll them in a home-or center-based program.

3. To train the parents, siblings, and when possible, members of the child's extended family in effective techniques and strategies for coping and working with their handicapped child.

The program is a cooperative endeavor between San Juan County, Division of Family Services, San Juan County Health Department, Utah Navajo Development Council and the Exceptional Child Center at Utah State University.

Two service delivery patterns exist. Services are provided in the following manner:

(a) Home-Based: Preschool children in San Juan County living too far away to enroll in center-based programs are served by a home-based program with the parents or surrogate parents as the primary interventionists. Visits are made by the parent(s) to the day care center an average of one time per month where members of the preschool team lend their expertise to the child's program.

(b) Center-Based: Children between ages 1 and 5 who live in the Blanding area attend the center-based classroom program in Blanding a minimum of 2½ hours daily, 5 days a week, 160 days annually. Qualified special education teachers serve as the primary interventionists with full input and assistance from other members of the interdisciplinary team from the Exceptional Child Center.

In both service delivery patterns the preschool team member establishing the objectives and activities explains the rationale and teaches the techniques to the parent in full anticipation that parents will continue the intervention activities with the child at home to maximize the accomplishments of developmental milestones. The parent will also be able to guide the other family members to some extent in working with the child.

In addition to direct training relative to the child's individual service plan, parents have available to them:

- genetic counseling,
- family therapy,
- individual counseling,

- parent resource library,
- monthly parent training groups related to their child's specific handicapping condition, and
- respite care services.

Siblings of the handicapped child also receive direct instruction in working with their handicapped brother or sister where this is appropriate.

Advantages

- Developmentally disabled preschoolers receive much needed services locally.
- Staff increases competence through inservice training.
- Community awareness of the needs of handicapped preschoolers is increased.
- Parents learn to work with their children.
- Parents learn to increase their knowledge regarding their child.
- The community has access to an itinerant team of child specialists.
- The program promotes community, university partnership.

Disadvantages

- Travelfrom Logan to Blanding
- Program is administered through the University

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Karen Nieves helps Ryan Fox at Blanding pre-school for disabled.

Blanding preschool aids handicapped

By Marsha K. Keele
Deseret News correspondent

BLANDING, San Juan County — Expressions of concern by local parents have resulted in the establishment of a preschool for developmentally disabled children in Blanding.

The preschool, which began in mid-December, currently serves six children who are blind, mentally retarded, or handicapped in other ways. The program can accept 10 youngsters.

The program is operated through the Utah State University Exceptional Child Center with funds from the State Division for Mentally Retarded and Developmentally Disabled Children.

The preschool, which is operated in the Blanding Head Start Center three hours each afternoon, is supplemented by the services of a USU assessment team. At regular intervals, the team, which consists of psychologists, a speech therapist, an occupational therapist and a physical therapist, visits the center and prescribes a course of action for helping each child.

The team will also assess any other child by request to see if he qualifies for the preschool.

Before establishment of the preschool, the Division of Family Services hired Monene Manzaneres to provide home-based services. Ms. Manzaneres now works primarily on the Navajo reservation teaching parents how to work with handicapped children to improve motor skills.

The goals of the preschool are primarily socialization with other children and development of muscular skills.

LuNell Chamberlain, an elementary education major, coordinates the program with Karen Nieves as her assistant.

THE NEWS IS OUT! PUBLIC INVOLVEMENT IN EDUCATION WORKS!

Looking at Murray. Murray, an urban community with approximately 31,000 residents, covers nine square miles. It's a bedroom community for Salt Lake County and is the hub of that county. Murray's socio-economic status has the majority of its people in the upper middle to lower high class. The day school enrollment remains fairly stable; however, in the last couple of years there has been an increase in the elementary level with new homes being built on Murray's west side. The 1980 census showed that 50 percent of Murray's population is over the age of 50.

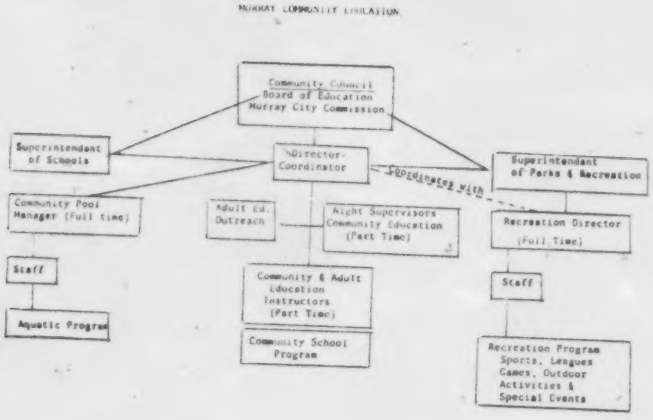
The formal government in Murray is Mayor-Commissioner.. Murray has its own school district, with the Murray Board of Education at the helm. The City and school boundaries of Murray are the same.

Prior to 1970, problems and needs of the community were either addressed by specific agencies or largely ignored. There was no adequate mechanism to identify needs or to determine priorities, with few opportunities for citizens to express their views. Murray Board of Education had, prior to 1970, instituted a community school program, hiring a part time person to be director of that program. A full time teacher during the day, this person put 10 to 12 hours in a week to offer community school activities. The City recreation program, which began about the same time, had the opportunity of hiring a full time recreation director. However, as in most cities, there were very few facilities for that director to be able to use for activities as the majority of Murray City Recreation facilities were outdoor ball fields with a small auditorium in the basement of Murray City Hall. In contrast, the Community School Director had all the facilities of seven elementary schools, two junior high schools and a high school for use in programming Community School activities. However, because these two individuals and groups were very turf conscious, there was little cooperation between the use of school and city facilities.

About this time, Murray City became interested in building a new swimming pool to replace the outdoor pool that was built in the 1920's. Because the City did not have enough funds to build a pool on its own, contact was made with the Murray City Board of Education. Heretofore, these agencies did not work together in any manner, as if they never realized that the people they were serving were one and the same. As the city and the school began to cooperate in the construction of this new pool facility, some of these barriers began to be lifted.

At the completion of the pool, a new organization was formed called the Murray Community Council. THis organization consisted of all members of the Murray Board of Education and the Murray City Commission. Their purpose was to direct the operation of the new Community Pool built at the High School with City and school funds. An agreement was specified who would operate the program at the pool. At the same time, Lynn Pett, Superintendent of Parks and Recreation of Murray City, proposed that since the City and school were working so closely in the operation of the pool, why not combine the City Recreation and Community School under the same organization and make it possible for the Board of Education and City Commission to coordinate and determine the policy for the operation of each of these three programs? It was determined that it would be best to hire a director to supervise and to coordinate these activities and have that person responsible to the Community Council, working under the Superintendent of Parks and Recreation and the Superintendent of Schools. A new joint agreement was drafted and

signed by members of the Board of Education and City Commission.



The purposes of the Murray Community Council and its identified agencies (being called Murray Community Education-Recreation) are:

1. To provide existing facilities for the education and interests of the community.

2. To assist local citizens, to strengthen their capabilities, and to determine their wants and needs.

3. To assist in developing and coordinating programs and resources to meet needs of local citizens participating in the decision making and community development processes.

The Community Council, under the auspices of Murray Community Education-Recreation, also worked together to develop other new facilities. As mentioned before, the pool facility at Murray High School was their first endeavor. The second facility, tennis courts, were built. Four of these courts were built at Murray High School. The land was donated by the school and equipment and manpower was donated by Murray City. Then the school district came back in and put up the fences and had the final coat of asphalt laid. A new rubberized track was also built at Murray High School to replace the old cinder track. Again, the City worked with the school district in building this track at Murray High School, by providing the labor. A local tire company donated the 300 tons of rubber used for the last surface coat of the rubberized track. (The outdoor track is used from early morning to late in the evening).

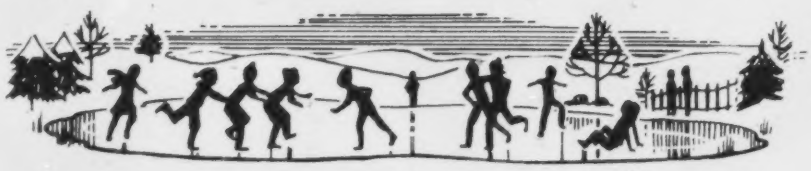
Because of the support of local Murray citizens, it was determined that there was a need for an elementary school physical education program. They felt that new facilities should be built at the Jr. Highs and High School to enhance individualized P.E. programs. Bond elections were held to build new gyms at Hillcrest Jr. High and Murray High School. Murray High School's new gym includes an indoor track, pool, weight rooms, the other exercise

facilities, the outdoor track and the tennis courts; making it available for full use by the community as well as the High School for individualized physical education programs.

Programs that have been jointly developed by this community council have been the elementary physical education program wherein a staff person from Murray Community Education who is trained in physical education, rotates to each of the seven elementary schools on a weekly basis. This person acts as their specialist in the P.E. programs, to elementary teachers, teaching them specific skills and activities relating to physical education.

Another program is the 3rd Grade Water Safety Program, wherein the staff of the Murray Community Pool works with each elementary school during the school day to teach 10 hours of water safety instruction to each of the elementary school children.

Also, the 5th and 6th grades are instructed in ice skating.



Each year, as the ice skating rink opens at Murray Park, students are transported by bus to the Park where the City Recreation program provides ice skates and the instruction and supervision needed to safely teach this life-long activity.

There are a variety of after school and evening programs using the city-school facilities. The City Recreation Department staff have the opportunity of using school facilities on a no charge basis. These activities are scheduled through the Community Education Director and master keys are checked out to the individual recreation department staff for the building needed.

We have recently begun the Gifted Education Program interfacing Community Education with the Kindergarten through 6th grade classes. A coordinator has been hired using federal funds. Elementary teachers were selected from all schools to assist curriculum development. Also, students who exhibited high academic abilities were identified by individual teachers in the schools. The teachers who developed the curriculum are now in the process of teaching these children in gifted education classes on an after school basis. We are finding that several of these teachers, now that they are trained, are sharing the curricula with other teachers in other classrooms.

During the past several years, this idea of City and schools working together has been adopted by other local Murray agencies. The following table is a list of those agencies and the services they provide in our community education program:

AGENCIES, SERVICE GROUPS, INSTITUTIONS	Provides
- Murray Board of Education	Funds, facilities, leadership, Council Members and Policies.
- Murray City Commission	Funds, facilities, leadership, Council Members and Policies.
- Salt Lake County Recreation	Funds, facilities, leadership, other services and Aquatics program.
- Elks (Cottonwood-Murray)	Funds, leadership, and other services for youth programs - especially for those youth not able to pay for activity.
- Rocky Mountain Center For Community Education - BYU	Leadership and other services.
- Utah State Board of Education	Funds, leadership and other services.
- Salt Lake Area United Way	Funds for youth enrichment and Senior Citizen - Adult Handicap Programs.
- Parent Teacher Association of Murray Council	Leadership, other services and neighborhood two-way process.
- Boy Scouts of America	Leadership, other services and skilled leaders for identified youth programs.
- Girl Scouts of America	Leadership, other services and skilled leaders for identified youth programs.
- Salt Lake County Agent - (U.S.U.)	Leadership for consumer economics courses.
- Utah Safety Council	Leadership for Defensive Driving Program.
- Utah State Division of Wildlife Resources	Leadership for Hunter Safety Course.
- Churchs, various denominations	Funds for supervision for their activities held at schools, provides opportunities for recreation activities, leadership.
- Utah State University Extension Service	Leadership for community 4-H programs and college credit courses.
- Copper Mountain Mental Health	Expertise to help those with identified mental health needs. We

	have established a referral process: Citizen Advisory Board.
- Division of Family Services	Counselor housed in a school to work with community clients - identified programs for needy.
- Salt Lake County Division of Alcohol and Drugs	Leadership, set-up referral process for problem drinkers to provide outlet to meet their needs.
- Murray City Police	Officers to volunteer to work one-on-one with youth.
- Weber State College	Courses for college credit.
- BYU Salt Lake Center	Courses for college credit.
- South County Community Action	Two-way process to meet needs of the disadvantaged, Citizens Advisory Council.
- U.S. Coast Guard	Boating safety courses.
- Salt Lake County Division of Aging	Expertise in working senior citizen activities which we coordinate.
- Murray Senior Citizens Heritage Center	Senior Citizen Activities
- Utah State Probation and Parole	Courses for the identified drunk driver.
- Vocational Rehabilitation	Referral for vocational retraining.
- South Valley Council of Alcoholism	Services for alcoholic (family and community) and provides Citizen Advisory Council.
- 2nd District Juvenile Court	Referral for youth with problems also programs for youth.
- Project Cooperation	Instruction, training and work experience in vocational pursuits, Agency Advisory Council.

Copper Mountain Mental Health, an agency of the Salt Lake County Mental Health system was in need of recreational activities for their intensive treatment unit patients. A recreational therapist was provided to Copper Mountain Mental Health staff to work with patients by using Community Education facilities and programs, mainstreaming these people back into the community enabling them to learn specific skills which would help them become more productive.

Beyond programs and classes: Murray City Board of Education and the City Commission have worked with Utah Transit Authority to reroute and retime buses serving the Murray area to help expedite the transportation of students to and from schools. They have worked together to develop areas to house and support Murray's growing population. A major thrust in Murray at this time is annexation; moving Murray's boundaries to the north, south, east and west. Prior to any annexation proposals being submitted, the Murray City Commission and the Board of Education confer together and decide what impact this new annexation will have on the total community.

In times past, the City has tried to sell a bond election to the community for the building of a new city hall needed because of a growing population. The last one, approximately four years ago, was defeated by 88 votes. At the same time, Murray City School Board was looking at the possibility of closing an elementary school that no longer served the needs of the population, and building a new school on the west side where the population was growing. The City and school worked together to determine that it would be in the best interest of Murray to sell the old elementary school to the City and have it remodeled for a new City Hall. The money generated from the sale of the school to the City would be used to build the new elementary school. This idea became reality, and saved the tax payers of Murray over six million dollars.

Murray citizens, administrators, and elected officials feel that the opportunity we have in working together as a City and school promotes the feeling of a sense of community, and that when you work together in interagency cooperation, it is true that 2 + 2 = 6.

Jim Burgon
Murray District
Murray High School
5440 South State
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SPENDING DOLLARS WITH SENSE

The Washington County Lifelong Learning Consortium is in business to give the public more learning opportunities with more efficiency in using tax dollars. The City of St. George, Dixie College and the Washington County School District have earned high marks and lavish praise for their efforts in cooperation, risk taking, decision making, creativity and common sense. However, after several years of operation, the questions regarding efficiency (desired effects without loss or waste: competency) need to be answered. How has working together been any better than working apart? The following two examples provide ample evidence that more people were served in a better way and with increased efficiency.

Adult Learning Center

Began November, 1979

Prior to the consortium, the school district operated an evening adult high school completion program at two local high schools. The cooperative approach has resulted in the development of a college-based adult learning center where adults develop an individualized plan that may include learning experiences at any level from grade school to college. Adults of all ages find comfort in the college environment. The cooperative program extends the offerings, hours, student services and overall opportunities.

Program Schedule

Before and during the first two years of Lifelong Learning, separate brochures were published by Lifelong Learning (Community School and College Evening College Offerings), City Parks and Recreation, and the City Arts Council. Beginning with the Winter, 1981 schedule, a combined brochure is now published and mailed to nearly 10,000 postal customers in Washington County. We have received many favorable comments from people who appreciate finding all community programs and classes in one schedule.

High School Completion and Adult Basic Education Combined Enrollment	1977-78	1978-79	1979-80	1980-81
Enrolled	94	121	136	181
Male	35	33	50	68
Female	59	88	92	113
Graduates	5	8	20	42
Adult High School Students Taking College Classes	0	0	14	26

	Fall, 1980	Winter, 1981 (Combined Schedule)	Spring, 1981 (Combined Schedule)
Number of schedules	3	1	1
Circulation			
City Recreation	5,500		
Lifelong Learning	9,500		
Arts Council	5,500		
Combined Schedule		10,000	10,000
Printing Costs			
City Recreation	488		
Lifelong Learning	866		
Arts Council	Sponsor		
Total	1,354		
Combined Schedule		883	754

Mailing Costs			
Arts Council	240		
City Recreation	462		
Lifelong Learning	329		
Total	1,031		
Combined Schedule		819	786
TOTALS			
Printing and Mailing	2,385	1,702	1,540
Advertising Revenue		750	1,300
Cost for Each Institution (City, School District, College)		317	80

Contact Person: Stan Plewe
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Washington School District
189 West Tabernacle
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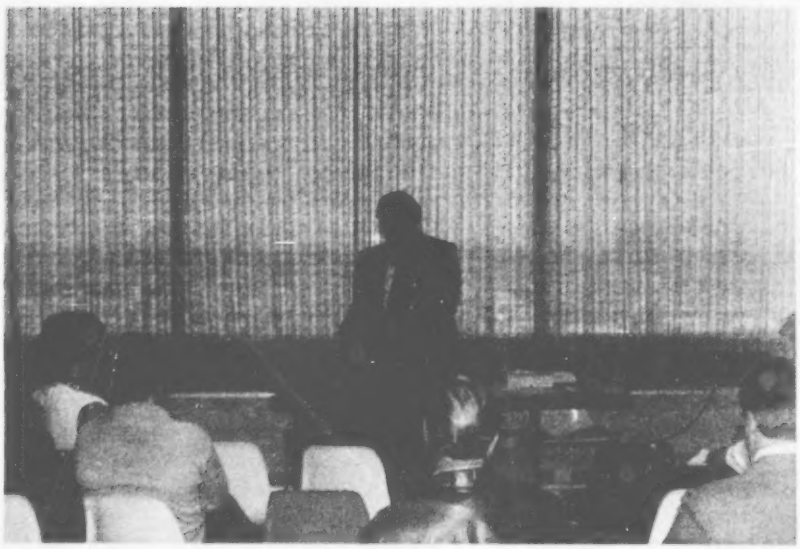
673-4811 Ext. 261



ESTABLISHING AN ADULT EDUCATION PROGRAM IN THE PRIVATE BUSINESS SECTOR

Initial Contact

While interviewing potential employees for Sperry-Univac, Mr. George Groneman kept hearing the same concern: "I dropped out of high school and didn't have time to go back--now what can I do?" Mr. Groneman began to wonder if there was anything he could do to help. He realized that Sperry employees who could further their educations would be a much greater asset to the company, as well as to themselves. After some investigation, he contacted Salt Lake Community High School.

The initial meeting at the business site was productive. Mr. Groneman was delighted that high school completion classes were free to non-high school graduates. However, he questioned the quality of a "free" program. He was afraid that a failing program would be a reflection on Sperry's standards.

Sperry was originally interested in enrichment classes such as Spanish and Computer Science. It was suggested that initially the offerings should center around high school completion and General Educational Development Test preparation. The suggestion was taken.

In the series of planning meetings that followed, a rough estimate of non-high school graduates employed at the plant was given. A Salt Lake Community High School team gave an in-depth explanation of the high school completion program, current graduation requirements, and registration procedures.

Presenting the Program

After the groundwork had been laid for the program and approval given by all concerned, an orientation meeting was held for interested employees. An explanation of the program was presented. Interested employees filled out registration materials, including transcript requests and verification of work experience forms.

The next meeting was planned to assess the students' needs. Basic skills tests were administered, and interviews with a Salt Lake Community High

School counselor were available to evaluate students' special needs. When the needs assessment was completed, classes were scheduled.

Teachers found that the classroom technique that was most successful was individualized programmed study. Some forms of home study were also implemented.

Records

The keeping of records for these students has been one of the most difficult tasks. All information is kept on file at the school office. Four nights per week a counselor-teacher is at the plant to evaluate and discuss with students any new correspondence concerning their credits. These files are carried back and forth from plant to school, a burdensome but seemingly necessary task.

Problems

Some of the potential problems in making this program successful were discussed at the planning meetings. One such problem was advertisement. Sperry took charge of advertising the program. Posters, inviting interested employees to attend the orientation meeting, were placed in employees' lounges. In addition, memos were sent to individual departments. Also, announcements were made to the entire plant over the public address system.

Another concern was security. Sperry was hesitant to allow employees to bring in brief cases, back packs, etc. Precautions were taken to schedule classes that would not require the use of such items.

Finally, Sperry management examined the possible effects of these classes on their employees. They didn't want participants to feel that completion of high school requirements meant automatic advancement, but that it would increase advancement potential. It was decided that this should not be discussed at the orientation meeting. (Employees are promoted for performance on the job, not education.) Sperry did feel, however, that participation in classes would increase employees' productivity by boosting their self-image, hence heightening their enthusiasm for their jobs.

One of Salt Lake Community High School's concerns was the logistical availability of space and faculty. Sperry assured them that classrooms in the plant could be utilized. Teachers and counselors specializing in adult instruction, specifically G.E.D. preparation, were pulled from the ranks of the Salt Lake Community High School staff to work with employees.

Another initial concern was the amount of cooperation the school would receive from Sperry management. These fears were dispelled when employees turned out in mass for the orientation meeting, and management pledged their full support. It must be said here that George Groneman, Sperry's Career Development Specialist, was instrumental in making this program a success. Most corporations have a career development person to contact for adult educators interested in starting such a program.

Preparations are now underway for the development of a Community School program at Sperry that would offer more diversified classes such as computer programming, Spanish, finance, etc. If the interest is there, this type of design may prove to be a new market and a source of income for the adult educator interested in expanding the horizons of his program.

Write or Call

Jim Andersen and Judy Crocker
Salt Lake Community High School
233 West Second North
Salt Lake City, UT 84103
363-4476

Utah State Board of Education Position Papers

The Utah State Board of Education has the policy of expressing its official directive on critical educational topics in the form of Position Papers. These Position Papers are available for public information and are used as a tool to educate the public as to what stand the State Board takes in regard to vital issues and concerns facing Education, Educators, Parents and the Public at large.

The State Board has adopted the following three Position Papers produced by the Community Education Section of the State Board:

1. Community Education
2. Public Involvement In Education Decision Making
3. The Community School As A Delivery System

Every possible effort that can and ought to be maintained should be implemented to advance the philosophies of these three papers throughout the State of Utah.

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The Community School As A Delivery System 171

The Ballad Of Community Education 175
By Rebecca Toomey

Descriptor Term: Position Paper	Descriptor Code:
	P EEF
Other Descriptor Terms: Community Education	Source: SBE/Feb. 18, 1977

POSITION PAPER
COMMUNITY EDUCATION
(Adopted February 18, 1977)

STATEMENT OF PHILOSOPHY

THIS POSITION PAPER FROM THE UTAH STATE BOARD OF EDUCATION IS BASED ON THE BELIEF THAT THE CONCEPT OF COMMUNITY EDUCATION SHOULD BE A POSITIVE FORCE IN THE OVERALL IMPROVEMENT OF EDUCATION AND THE QUALITY OF LIFE IN THE STATE.

The State Board of Education is proud of Utah's public school system. The commitments and achievements of the people of Utah should be recognized and commended, yet also renewed and continued for the purpose of building an even better future. The key to such a future is education which is more responsive to the needs of the total community.

Public schools have concentrated resources on children and youth, ages five to 18, within the walls of a school building, during a five-day week, a six-hour day and a nine-month year. While focusing on the education of the young, the importance and impact that the total community has in the learning process have been overlooked. Children and youth do not learn independently of the environment in which they live but are affected by their total environment--positive or negative.

THE UTAH STATE BOARD OF EDUCATION BELIEVES THE TOTAL COMMUNITY NEEDS TO BE INVOLVED IN THE LEARNING PROCESS SO THAT...

1. The learning environment of children and youth will be expanded, thus ensuring them a more thorough education
2. More people in the community will benefit from the resources of the schools and will also be valuable resources to the schools, thus adding to the quality of their lives and the quality of life in the community
3. All people will have educational needs more adequately met by the schools thus creating an attitude of awareness and support for the needs of the schools.

AUTHORITY TO MAKE POLICY

The general control and supervision of the public school system of the State of Utah are vested in the State Board of Education. Its authority includes (1) adopting policies which have broad application and give to the Board the general overseeing of the public school system; (2) enacting rules and regulations to eliminate and prevent all unnecessary duplication of work or instruction in school districts and elsewhere as provided by law; (3) setting standards under which the

schools are operated. The Board has the responsibility and authority to take a position on issues with which it must deal.

DEFINITION OF TERMS

(1) Community Education: A philosophical concept calling for an improved partnership between the community and education. A process by which the people in a community are engaged in determining the role the schools shall play in solving individual and community problems. Community education serves the entire community by providing opportunities to meet the education needs of its members. It uses the community school as a community center and catalyst for bringing community resources to bear on individual and community problems in an effort to develop a sense of community, improve community living and develop a community process toward the end of self-actualization.

(2) Public Involvement in Education Decision Making:[1] The process of "engaging the public in determining the role the schools shall play in solving individual and community problems."* It is the sharing of responsibility and accountability at all appropriate levels. The public should be involved in planning, problem solving, recommending and evaluating roles.

(3) Community School: A school designed as a community center for people of all ages. It is a school serving the needs of its community. The community school is a visible demonstration of the fact that the schools belong to the people.

POLICY STATEMENT

THE UTAH STATE BOARD OF EDUCATION TAKES THE POSITION THAT WHEN THE CONCEPT OF COMMUNITY EDUCATION IS BEING PRACTICED...

Educators will:

1. Have an attitude of openness toward the community
2. Engage in processes with the community that would assure a constant, two-way flow of accurate information
3. Facilitate learning beyond the formal school structure and schedules
4. Utilize their professional skills in the formulation of education programs which meet identified needs of the total community
5. Recognize the resourcefulness of the community
6. Use their professional skills in increasing the capability of the community to function effectively in a partnership with the schools

[1]For further information, see the Utah State Board of Education Position Paper on Public Involvement in Education Decision Making adopted August 15, 1975
*Utah Code Annotated 53-7-18 (c) (d) (1)

7. Be participants as well as resources in the learning process

People in the community will:

1. Have a positive attitude toward the schools
2. Be interested in and give attention to the school programs
3. Work cooperatively with the schools to bring about the most beneficial lifelong learning environment possible
4. Share in the accountability for decisions in which they have a decision-making role
5. Apply their resourcefulness to the solution of education problems
6. Offer their skills and services to the schools
7. Be resources as well as participants in the learning process

THE UTAH STATE BOARD OF EDUCATION TAKES THE POSITION THAT WHEN THE PUBLIC IS INVOLVED IN EDUCATION DECISION MAKING...

1. Communication and coordination will be improved between the schools and the community
2. People in the community will be involved in tasks with the schools they (the people) believe are meaningful
3. People in the community will be involved with the schools in systematic processes which could include:
   a. Determination of educational goals and objectives
   b. Identification and validation of needs
   c. Search for understanding of and alternative solutions to problems
   d. Development and implementation of plans addressing identified needs and problems
   e. Sharing in evaluation procedures
4. State and local boards of education will be strengthened in their legally constituted decision-making roles
5. State and local boards of education will take the leadership in providing increased opportunity and methods whereby the public is involved in education decision making at all appropriate levels
6. Longer lasting, more meaningful solutions to education problems will be discovered
7. People in the community will recognize their obligation and responsibility to work together, and with educators, in helping shape the function and destiny of the public schools

THE UTAH STATE BOARD OF EDUCATION TAKES THE POSITION THAT A COMMUNITY SCHOOL SHOULD...

1. Be utilized by people of all ages
2. Function on an expanded day, week and year depending upon the needs of the people and legal policies
3. Assist administratively in the development and operation of such a delivery system by applying, redirecting and seeking resources as may be required
4. Help in the search for services required to meet identified needs and offer its facilities for the delivery of these services

5. Offer or make available programs and services such as required elementary education or required secondary education, pre-school education, adult basic education, college credit course, recreational and leisure time activities, special education, senior citizen programs, counseling services for youth and adults, educational media services, cultural events, and a meeting place for people who are involved with the school in education decision-making or related activities
6. Serve as a catalyst and initiate action which will bring people together to work for the common good of schools and people in the community
7. Recognize that the family is the heart of life in America and, therefore will provide services and activities to strengthen family life

APPENDIX A

SUGGESTED IMPLEMENTATION ACTIVITIES

Implementing the concept of community education will require effort, time, creativity and increased skills. Aspects of the concept such as public involvement in education decision making and community school have the capability of affecting the life of virtually every citizen in the state and every dimension of education. These aspects are hopefully interpreted from this position paper as adequately open-ended and non-restrictive so as to promote their application based on the uniqueness of every community. Educators should take the responsibility to increase their personal capacity to implement the concept of community education to assure that the quality of life of Utah's citizens and the quality of Utah's education are improved.

Descriptor Term: Position Paper	Descriptor Code: P EED
Other Descriptor Terms: Public Involvement in Education Decision-Making	Source: SBE-8/15/75 Reaffirmed-11/17/76

PUBLIC INVOLVEMENT IN EDUCATION DECISION MAKING

STATEMENT OF PHILOSOPHY

The public will inevitably decide the fate of the public schools. There is no other base from which the schools receive their legal power and resources for operation. Schools which insulate themselves from their public or which operate only partially responsive to their public risk losing their support. Those which develop the means to effectively determine the concerns, interests and needs of their public will have the assurance of delivering programs and services according to public expectation. Schools will be successful to the extent that the public assumes responsibility for determining what transpires in education.

Though the involvement and responsibility levels for the public range from such things as elected boards of education to filling out a survey form on some proposed new program, there is a need to greatly expand upon the ways the public can be meaningfully involved in all levels of education decision making. There is also the need to make such opportunities more accessible to many more people in the community. Basic democratic principles, if they are to be preserved, demand public interest, concern and participation. Schools, more than possibly any other institution in society, should teach and practice principles of participatory democracy.

There is much that could be said about the complexities and conveniences of a modern society. People want to be involved but feel alienated at the same time. Efforts at involvement by social institutions have not been fruitful due to lack of effective strategies. Basic to involvement is the concern for quality of community, quality of life and quality of education. More people, regardless of age, are becoming interested in schools and "schooling," since both are important in the pursuit of these qualities.

As more people move toward active involvement, or a desire for involvement, the schools must be ready. Public involvement in education decision making is an opportunity schools cannot afford to miss since the source of creative thoughts for possible solutions to the problems facing complex school systems and society itself is people. Providing opportunities for their access to educational activities and their involvement in education decision making is essential for growth and preservation of a democratic society.

AUTHORITY TO TAKE A POSITION

The general control and supervision of the public school system of the State of Utah are vested in the State Board of Education. Its authority includes (1) adopting policies which have broad application and give to the Board the general

overseeing of the public school system; (2) enacting rules and regulations to eliminate and prevent all unnecessary duplication of work or instruction in school districts and elsewhere as provided by law; and (3) setting standards under which the public school system shall be operated.

DEFINITION OF TERMS

(1) Public Involvement: A two-way process of "assisting." On the one hand, the public works closely with educators to help solve problems facing the schools. On the other hand, educators assist the public by making available their specialized skills and more opportunities for meaningful involvement.

(2) Education Decision Making: Any phase of decision making related to the schools or educational matters. Involvement in education decision making includes: a) identifying needs and concerns, b) establishing priorities, c) setting goals, d) searching for alternative solutions, e) developing plans of action, f) implementing or recommending programs and services, g) assessing the effectiveness of programs and services. At these and any other level of education decision making, the public can and should play a vital role.

(3) Public: The many sub-groups, communities or "publics" that make up the general public.

(4) Schools: The educational resource of the community including the physical facilities and the human resource of professional educators, supports staffs and lay citizens who work on educational matters.

POSITION STATEMENT

Since the Utah State Board of Education believes that public involvement in education decision making is absolutely essential in advancing the quality of education and for providing the foundation from which all educational programs and services should emerge, it takes the position that the schools and the public should work together to increase access to and effectiveness of mechanisms which will enhance this important process.

Public involvement in education decision making can be substantially enhanced by (1) Developing educational programs and services in response to expressed needs and concerns to the public. (2) Attuning public involvement activities to the diverse and unique circumstances of each school and each community. (3) Sharing responsibility and accountability for education. (4) Strengthening the role of organizations closely allied to the school such as PTA. (5) Practicing a model of participatory democracy as part of the educational experience of in-school youth. (6) Devising ways to hear from those who rarely speak out as well as the more vocal. (7) Incorporating a broad cross section of views and opinions in the decision making process. (8) Creating opportunities whereby educators and the lay public an improve public involvement skills. (9) Building mutual trust between the schools and the public through positive interaction, mutual respect and open interaction. (10) Providing positive feedback about the results achieved from public involvement activities. (11) Giving serious consideration to the sentiment and contributions of lay citizens. (12) Acting upon plans of action or other recommendations that emerge from public involvement activities. (13) Establishing cooperative relationships with local governments and other public

service oriented agencies, organizations, and groups. (14) Utilizing systematic procedures which lend structure, order and direction to the involvement process. (15) Keeping the public well informed about school programs and services so they can take advantage of the opportunity to participate. (16) Forming a parnter-ship with respective parents in the development of an individual education plan for each student. (17) Providing an openness, particularly at the school level, which invites public participation and values advice and counsel.

APPENDIX

SUGGESTED IMPLEMENTATION ACTIVITIES

For more implementation of public involvement in education decision making:

(1) The staff of the State Board of Education will:

a) Give their time and attention to this priority.

b) Provide assistance to local education agencies in process as well as assistance in program/subject matter areas.

c) Provide assistance to other clients of the State Education Agency interested in expanding their public involvement activities.

d) Participate in in-service programs to increase their skills in public involvement and systematic problem solving.

e) Conduct workshops in public involvement skills training for appropriate clients of the State Education Agency.

f) Provide materials on successful efforts in public involvement.

g) Develop and refine models of public involvement across the state.

(2) The Local education agencies should:

a) Analyze their current practices related to public involvement in education decision making to assess effectiveness and accessibility.

b) Establish public involvement practices which accommodate the unique circumstances and needs of the areas served.

c) Provide appropriate training and expertise to individuals and groups involved in education decision making at all levels.

d) Provide materials about public involvement which meet the circumstances and needs of the areas served.

e) Encourage the participation of staff in public involvement activities.

f) Provide training for staff to increase their public inovlvement skills.

(3) The public should:

a) Work in close cooperation with state and local education agencies to promote opportunities for effective public involvement in education decision making.

b) Uitlize existing organizations, such as PTA, to become more involved.

c) Seek information about the schools and the opportunities being provided by the schools for public involvement.

Descriptor Term: Position Paper	Descriptor Code:
	P EEG
Other Descriptor Terms: Community School	Source: SBE-5/19/78

POSITION PAPER
THE COMMUNITY SCHOOL AS A DELIVERY SYSTEM
(Adopted May 19, 1978)

STATEMENT OF PHILOSOPHY

Public school facilities are conveniently located in hundreds of neighborhoods and communities across Utah. These schools belong to the public and are staffed, equipped and maintained by public funds. They should function according to the expectation the public has for them within the level of support the public will provide. (Level of support implies more than just the financial support of tax dollars. It includes the utilization of the human resource potential in a community.)

Ways to more accurately determine the public's expectation for its schools are being developed and improved in many local school districts as a result of a statewide emphasis to increase public involvement in education decision making. As more people become involved with their schools, they become more closely allied with their schools. They become more aware of school needs by being involved in determining what must be done if public expectations are to be met. As a result, the public becomes more willing to provide the necessary kinds and levels of support.

When expectation (based on understanding and involvement) and support (based on shared goals and commitment of available resources) are congruent, schools can then deliver the programs and services which reflect the unique characteristics, interests and education needs of their communities. These are "community schools."

A community school is a setting or a base from which needed programs and services are identified, designed or delivered. The community school as a delivery system meets the education needs of a total community rather than being an add-on program to the "regular" school. The regular school program, the after school program and any other program or service in which public schools have a role are part of the community school as a delivery system.

There are many interdependent groups, agencies and institutions which share the goal of achieving the best education possible for every individual in the state. Since many share in the responsibility of reaching this goal, only a concerted effort will produce optimum results. No one entity can assume or be given total responsibility or be held solely accountable. The community school as a delivery system can help bring together all who share this common goal and assist in the effort to use available resources in the most effective way possible.

AUTHORITY TO MAKE POLICY

The general control and supervision of the public school system of the State of Utah are vested in the State Board of Education. Its authority includes (1) adopting policies which have broad application and give to the Board the general overseeing of the public school system; (2) enacting rules and regulations to eliminate and prevent all unnecessary duplication of work or instruction in school districts and elsewhere as provided by law; (3) setting standards under which schools are operated. The Board has the responsibility and authority to take a position on issues with which it must deal.

DEFINITION OF TERMS

(1) Community Education: A philosophical concept calling for an improved partnership between the community and education. A process by which the people in a community are engaged in determining the role the schools shall play in solving individual and community problems. Community education serves the entire community by providing opportunities to meet the education needs of its members. It uses the community school as a community resource to bear on individual and community problems in an effort to develop a community, improve community living, and develop a common process toward the end of self-actualization.

(2) Community School: A school designed as a community center for people of all ages. It is a school serving the needs of its community. The community school is a visible demonstration of the fact that the schools belong to the people.

(3) Community School Program: A delivery system through which the school in concert with its community provides programs and services to meet the needs of the people. Programs and services are offered either at the school or at other convenient locations through cooperation and coordination with other organizations, agencies, and institutions which provide community services.

(4) Delivery System: A service network through which public-owned facilities, information on programs and services, and assistance in the identification and coordination of resources to meet needs are made available to the public.

POLICY STATEMENT

Since the Utah State Board of Education believes that education is lifelong and that more can be done to meet the education needs of people of all ages, it takes the position that public schools should function as "community schools."

A community school as a delivery system can function in at least four roles:

(1) Accommodating requests from individuals, groups, organizations, agencies, and institutions which have compatible goals with the public schools and the capability to provide programs or services related to identified community needs. (Example: The local PTA develops a program for bicycle safety and wants to offer their program at the community school.)

(2) Linking known resources to known needs when for one reason or another an identified need or problem has not been matched up with an existing resource. (Example: Neighborhood residents want a college credit course in Spanish but live too far from the nearest college. The community school makes arrangements for the college to offer the program at the community school.)

(3) Facilitating the development of programs and services for an identified need where no known program or service exists. In the facilitating role, the community school will involve people from the community and agencies which are directly affected so that the formation of programs or services will be fully coordinated and will meet the identified need. Unless the school is the most logical sponsor, primary consideration should be given to other more appropriate sponsors for the new program or service. (Example: Many women have filled positions available at the new factory in a rural community. Families are faced with the problem of caring for their children before and after school. No programs currently exist to meet the need. The community school brings all the parties concerned about the issue together to work on the problem. An extended day program for the children is provided at their elementary school with finances for materials and staff provided by the factory and donated equipment and time from the community.)

(4) Sponsoring education programs and services as mandated by law and regulations, as well as those determined by the community to be appropriate and feasible. (Example: Basic elementary education or secondary education programs up through a multitude of possible programs and services for people of all ages.)

APPENDIX A

SUGGESTED IMPLEMENTATION ACTIVITIES

For more effective implementation of the community school as a delivery system:

1. The staff of the State Board of education will:

   a. Initiate a process with local education agencies to make known the position of the Board on Community Education, Public Involvement in Education Decision Making, and the Community School as a Delivery System and encourage the development of compatible position papers from local boards of education.

   b. Initiate planning with local education agencies to develop materials and service programs, as needed, for school staffs to function more effectively with the role of the community school as a delivery system.

   c. Work with the staff of the State Board of Regents in the development of a plan for coordination and enhancement of programs, services, and roles.

   d. Develop a comprehensive plan for advancing the community school as a delivery system throughout the state in concert with the local education agencies, state education associations, organizations, institutions, and state and local agencies which relate to the education system.

   e. Compile and disseminate information about the funding levels available for the delivery of programs and services in the public schools including flexibility for utilization of funds in a local school district to respond to the needs and interests as determined by the local community.

   f. Develop and disseminate useful materials describing successful models of community schools functioning as delivery systems.

2. The local education agencies should:

   a. Share the special skills of educators in working with groups, assessing needs, solving problems systematically, retrieving information and developing education programs and services.

   b. Make every effort to provide the facilities of the public schools for community use at the most reasonable cost possible. Local boards of education control access to school facilities and should provide workable schedules for expanded use as well as fee schedules to cover actual costs.

   c. Develop their own unique models of community schools which operate as effective delivery systems and share the benefit of their experience.

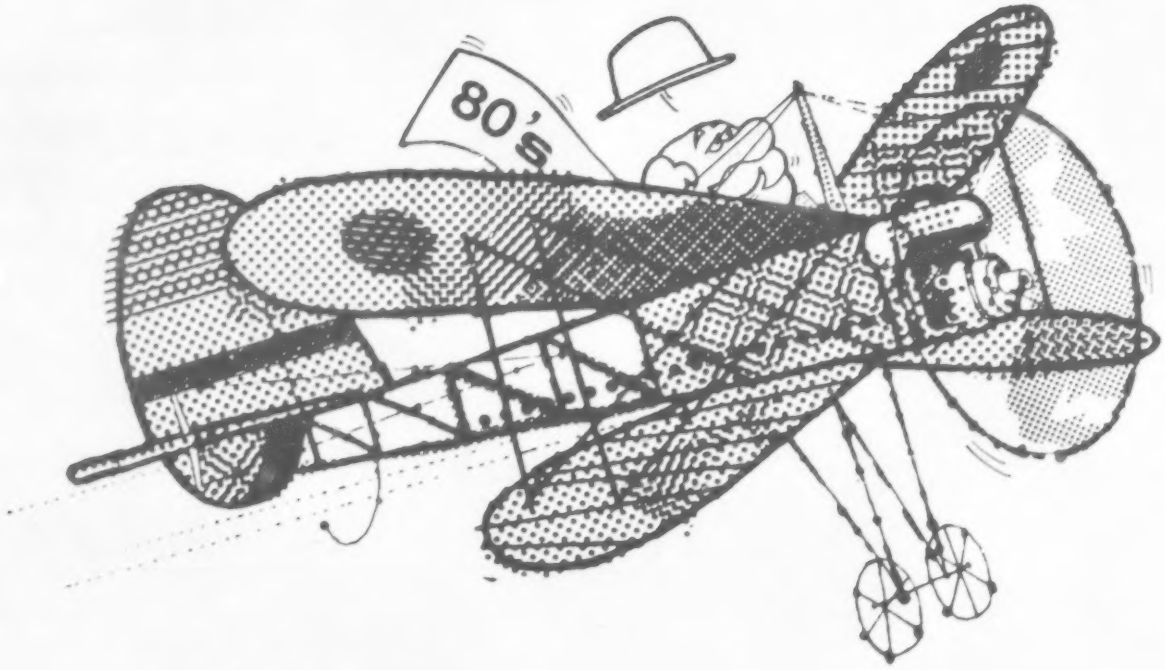
   d. Not duplicate programs and services being adequately provided by others within the community.

3. The public, including public organizations and agencies, should:

   a. Contact the state and local education agencies to express their interests or concerns about involvement and coordination with community schools.

   b. Consider the community school as a delivery system, a possible resource to function as described and in the roles outlined in this position paper.

Community Education is still flying high



Let it fly for you all year long!